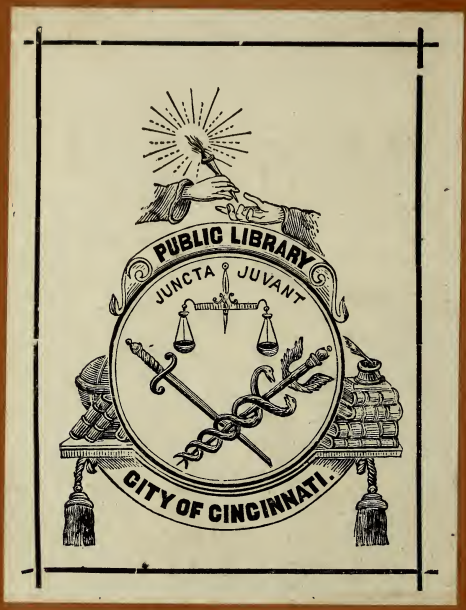


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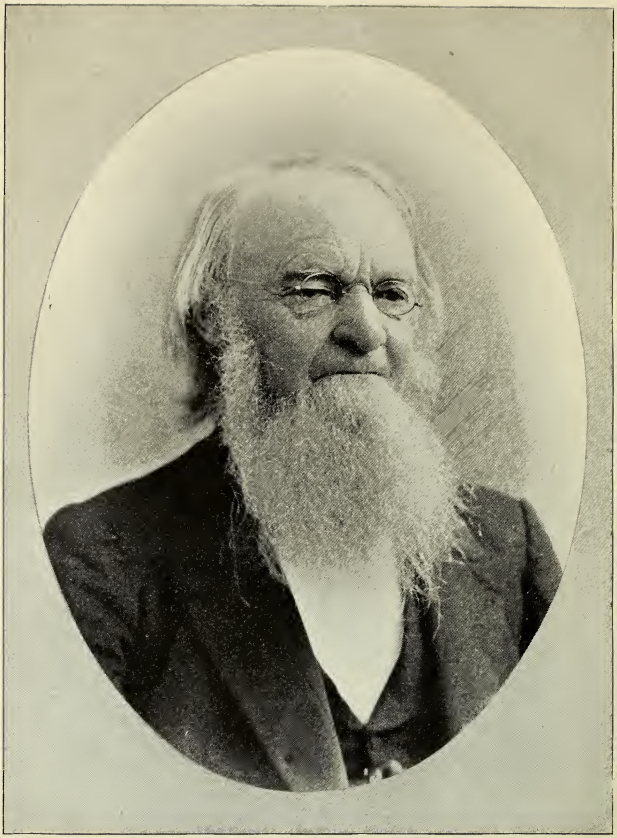
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H. S. Tyler

A HISTORY OF AMHERST COLLEGE

DURING THE ADMINISTRATIONS OF ITS FIRST FIVE PRESIDENTS

FROM 1821 TO 1891

BY

WILLIAM S. TYLER, D. D., LL. D.

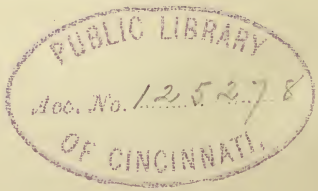
WITH AN INTRODUCTORY NOTE BY

RICHARD SALTER STORRS, D. D., LL. D.

NEW YORK
FREDERICK H. HITCHCOCK
1895

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PREFACE.

The first edition of this history appeared shortly after the celebration of the Fiftieth Anniversary of the college, and was entitled "History of Amherst College during its First Half Century, 1821–1871." The present new edition has been written and revised with particular reference to two objects, viz: first, the continuation of the history so as to include the close of Dr. Stearns' presidency and the entire administration of President Seelye, thus making it a history of Amherst under its first five presidents; and second, at the same time to abridge the work and make it a smaller and less costly volume, which should be within the means of every graduate. In thus abridging it, I have been under the necessity of omitting the biographical sketches of the founders and benefactors, the trustees and faculty, and the personal contributions of alumni of the college, which were a characteristic feature of the first edition and gave it variety, lifelike reality, and dramatic interest. But whatever it may have thus lost in variety and individuality, we trust it has gained in fulness and completeness as a history of the college.

My first thought was to write a separate book on the religious history of the college. I might thus

have made both the literary and the religious history, especially the latter, somewhat fuller and more satisfactory in some particulars. But this separation would have put asunder what God joined together. A history of Amherst College without its religious history would hardly have deserved the name. Moreover, at the age of fourscore years and four it were unsafe to presume so much on the future. So I have devoted my last two chapters to the religious history of the college, and especially to that characteristic feature, its revivals, leaving unsaid, for brevity's sake, not a few things which I would gladly have written of the measures, methods, and every-day religious life of the college.

Our readers will be pleased to find several pages of the book occupied by a contribution from a favorite alumnus and almost lifelong trustee of the college, who knows its history and men and measures, and who, as the golden-mouthed orator of the Brooklyn pulpit, has such a marvellous and magic power of telling his story. If any of them question the taste of the author in permitting a complimentary biographical sketch of himself to be prefixed to his own book, there are two things to be said about it. In the first place, "laudari a viro laudato" is an honor which any man may justly prize. And in the second place, the responsibility rests, not on the author, but on the publisher, who insisted on the insertion of such a sketch, partly, I flatter myself, out of sincere friendship and affection for his old teacher, and partly, I ween, in order to give wings to the publication, wherein I admire his wisdom and wish him all the success which he has so well earned by his unwearied

efforts to bring out the book in a form and style worthy of the college of which he is an enterprising, loyal alumnus.

It has been my singularly happy lot to be personally acquainted with all of the five presidents, except the first, the history of whose administrations I have here written, to be associated with them in the faculty, and to be honored with their confidence and personal friendship. And I beg leave to present them to my readers in this preface, as the Grecian Helen introduced the heroes of Greece and the conquerors of Troy in that inimitable preface, the Third Book of the Iliad:

President Moore, portly and courtly, winning and wise, laying wisely and well the corner-stone of the great edifice that was to be reared, but nothing more, contending manfully and heroically against the combined forces of local prejudice, rival institutions, and sectarian zeal, but falling in the struggle before his beloved college had even been recognized as a college by a charter from the legislature, dying like Moses on Pisgah, in sight only of the promised land.

President Humphrey, stalwart, strenuous, and strong, the honored and beloved pastor, the revival preacher, the champion of temperance and home and foreign missions, the very impersonation of common sense, practical wisdom, and Christian principle; laying broad and deep the foundations, giving the college its distinctive and paramount religious character, rejoicing in a growth and prosperity so rapid that it seemed miraculous, second only to Yale in the number of its students, but overtaken almost as suddenly by a reaction that was as inevitable as it

was disastrous, and in his retirement evincing a magnanimity more grand than any success.

President Hitchcock, the man of genius and imagination, the Christian scientist who saw "the cross in nature and nature in the cross," the great commoner, whose face was as familiar to all the farmers of Massachusetts as his horse, his geological wagon, and his chest of tools, who imparted to the college his own scientific spirit and reputation; who enlisted Woods, Lawrence, and Williston in its behalf, paid off its debts and gave it its first scientific buildings and its first permanent endowments, and, when he had thus put the enemy to rout and secured the victory, fell back into the ranks and served as a common soldier to the end of his life.

President Stearns, the Christian gentleman, of general culture, refined tastes, polished manners, and perfect balance in all his powers and faculties, a graduate of the ancient and venerable university of Cambridge, for many years pastor of a church in the near vicinity of Boston, and bringing with him a happy union of the principles of his Puritan ancestry with the dignified and courteous manners of those cities, capturing by his patience and tact Dr. Walker, Samuel A. Hitchcock, and David Sears, and introducing the era of new buildings and large endowments, while at the same time he put a finishing and polishing touch upon everything, and left, as his motto for the college, "the highest attainments in every branch of literature, science, and art, and all for Christ;" and President Seelye, the Christian philosopher, statesman, and educator, himself the largest pattern of a man, physical, intellectual, moral,

and religious, and by precept and example, in the classroom and the pulpit, by personal influence and public administration, impressing that pattern upon his students, teaching them as his greatest and best lesson perhaps the art of governing, controlling, and educating themselves, and every one making the most of the best there is in him for the highest and noblest ends.

Such is the royal line of succession, such the more than princely inheritance, into which our sixth president, Dr. Gates, has recently entered. We welcome him to great expectations, great opportunities, great advantages, and still greater labors and responsibilities. Our hope, our expectation, our prayer is that, conserving all that is good in the past and appropriating all that is best in the present and future, Amherst, under his wise administration and with the blessing of Heaven, may rise to an unexampled height of prosperity and glory. And when the time shall come for his administration to pass into history, may he and his colleagues find a worthier, wiser, better historian to record the facts and perpetuate the memory of the actors.

INTRODUCTORY NOTE.

Instances can never cease to be remarkable, if only for their rareness, in which a distinguished teacher, having been associated with one institution of learning for sixty years, is permitted at the end of that prolonged service to write the history of the institution, with the assured accuracy of an eye-witness, yet also with the easy force and vivacity of one still in his youth. This has been, however, the unusual privilege of the honored scholar and the eminent teacher by whom this admirable history of Amherst college has been prepared.

Having been graduated with honor at the college in 1830, and having served in it as tutor for the two years from 1832 to 1834, he was appointed its Professor of Greek and Latin in 1836—the professorship being changed eleven years after into that of the Greek language and literature. This professorship he held continuously until two years since, when he resigned it to get larger leisure for general studies and literary labors; and one fruit of this recent interval of comparative leisure appears in the completion of this detailed and comprehensive narrative of the inception of the college and of its subsequent development.

The exceptional qualifications of Professor Tyler for this particular work will be instantly recognized by those who know him, and who are themselves in any measure acquainted with that progress of the college which he so affectionately traces. Himself educated in it, and the second of its graduates to be appointed to the chair of a professor, he has been personally familiar with each stage in its advance, while he has always represented, at least as fully as have any of the men from time to time associated with him, its special moral, literary, and educational tone. He has borne his large share of the burdens which came with its former years of poverty and weakness. He has rejoiced in the succeeding prosperities, to which he had himself effectively contributed. He has lived to see it firmly established among those notable institutions for the higher education which the country cherishes with gladness and honor; and it is fitting that he should now bring to completeness his long, zealous, successful work on its behalf by making this enduring record of what he has seen of it, and of what it has become. The only special limitation to be feared in his survey is that to which his modesty may constrain him, in preventing him from giving a sufficient account of what he himself has been in the college, and of what it owes to his spirit and his labor. But many will be able from personal recollections to supply such defects, and they will not honor him the less for any omissions in this direction which they may find.

It was the happy fortune of the writer of this Note to be a member of the sophomore class at Amherst in 1836, when Professor Tyler first came to his chair;

and, in common with those who had leadership in the class, he was thenceforth personally conversant with the work of the new teacher until the "Commencement" of 1839. He felt, as did the others, the strong impulse which was brought by the then young professor not only into the department of classical studies, but into the entire life of the College. It was an impulse to faithful work, to vigorous thinking, to investigation of subjects quite outside of customary text-books, to direct and energetic forms of expression. It was an impulse, especially, toward a deepened and an invigorated moral and religious tone, in the classes which successively felt its force. Some of the sermons then preached by the Professor are still remembered, in outline at least, by those who heard them; and the vital impressions left by them have never faded. Above all, his keen personal interest in his pupils, his watchfulness over them, the excellent sense and practical wisdom which marked his terse and witty counsels, the manly and commanding frankness with which he exhorted, encouraged, or rebuked, as either was needed, left remembrances not to be effaced or forgotten.

The relation of the faculty to the students in American colleges was at that time more nearly a paternal relation than it has been in late years, or is likely ever again to become. Possibly this was still more marked at Amherst than commonly elsewhere. The college community there was never a large one, embracing at most not more than two hundred and fifty students and teachers. The average age of those entering college was undoubtedly less than at present. The modern scheme of elective

studies was wholly unknown; and the emulation in athletic exercise between classes and colleges, which now fastens such eager attention, was then as much a thing of the future as were telephones or typewriters. The governing aspiration of leading minds in the college was for success in studies, for enlarged thought-power, for a more facile and vigorous literary skill, and for ease and energy in debate.

The aim of those to whom were committed the various offices of instruction and discipline was therefore largely a moral aim—not solely, or chiefly, to give particulars of knowledge in science, philosophy, or good letters, but to do this in constant subordination to the virile training of mental power, with the building up of symmetrical and strong character. As President Stearns indicated, I think, in his inaugural discourse of forty years since, the accepted purpose of the college was to produce the highest manhood among those who came under its tuition; and every teacher was expected, and was inspired, to do his best work for those set under him through personal contact—not only instructing them on themes and by text-books, but imparting from himself an immediate intellectual and moral vigor.

It is of course not possible to carry on this plan in the larger institutions, where the students are now numbered by thousands, each one being relatively more mature than before; where each is at liberty, within limitations, to select his own lines of study, and of course his own instructors; and where achievements on the ball-ground or on the boat-course are those which stir surpassing enthusiasms. Perhaps the earlier scheme was too narrow in comparison,

and failed to put a just emphasis on important matters. But it had its own merits, and is still affectionately remembered by those who recall it, even while universities are becoming encyclopedic in character, and have it for their controlling purpose to give information on all sorts of subjects, with only slight occasional relations between the teachers and the taught. The distinct personal and moral effects of the earlier plan were certainly in some respects more significant than those now contemplated. Class-fellowship under it became more intimate and more animating than it now can be. There was a common inspiriting college-life, which affected more or less each one brought within its range; while still the individuality of students was not destroyed or limited—was only, in fact, cherished and re-enforced—by this prevailing but unseen force.

It used to be thought, in some quarters, that the only or the chief design at Amherst was to train ministers for Congregational churches; yet in the particular class to which allusion has been made were those who after graduation became Episcopal clergymen, one of whom has been for twenty-five years an honored Bishop in that communion. Another member of it became a very distinguished Roman Catholic priest and professor of theology, and now has a place of honor and power in the Catholic University at Washington. The two sons of another, himself becoming a merchant, have since been graduated at Oxford University, and are both at this time members of the British Parliament; while others of the class have been eminent as lawyers, journalists, physicians, medical professors, or in other depart-

ments of civil life or educational work. In the class which was in the senior year while this was in the freshman, such a fitness for various future work was still more strongly marked. It was small in number, only thirty-eight being graduated in it: yet of its members two became eminent as judges of the supreme courts in Vermont and in New York; two were speakers of the House of Representatives in Massachusetts, one of them becoming Governor of the State; others were medical authors and professors of high repute, and two were as brilliant and distinguished professors in theological seminaries, at the East and the West, as the half-century has known. There was certainly no rubbing down of the human material in their time in college to a particular form or color. On the other hand, whatever was central and characteristic in individual tendency and power was but brought out more fully by the moulding and impenetrating influence which pervaded the institution.

Under this general plan of education, none can anywhere have wrought more patiently, more faithfully, or, on the whole, with more signal success, than did Professor Tyler and those associated with him. Of the group of those assembled in the faculty at that earlier time, he alone remains to see the college in its present conditions; and it can imply no invidious comparison to speak of his work as representative of that which was truest and best in the work of all. While careful and critical in the details of scholarship, and by no means unduly tolerant of failure in these, especially when the failure had resulted from indolence or heedless inattention, his principal aim

was, as was that of his associates, to make capable, robust, high-principled men, alive to truth, responsive to duty, ready for good work of whatever sort, able to endure hardness as he was himself, with a certain strong passion for usefulness in the world, and not afraid of what men might devise while they were seeking direction from on high. If a lad of fifteen or sixteen years, finding himself suddenly in strange surroundings, failed to discern the larger opportunities thus opened before him, the professor was prompt and earnest in pointing them out and pressing him to improve them. The sluggish were stirred, while those of keener aspiration were encouraged and rewarded. If any one brought a persistently evil force into the community, remonstrance and persuasion, when found ineffectual, were followed by speedy and final removal. The distinctly incapable, whom neither incitement could urge, nor sarcasm sting, nor special assistances set permanently forward, had leave to retire to other pursuits; while of the most brilliant and promising men punctuality, obedience and diligence were required, as surely as of the dull. The supervision was quiet and not obstrusive, but it was constant, personal, efficient; and the impulses proceeding from it were inevitably afterward distributed afar—not only in pulpits, courts, and counting-rooms, or in chairs of instruction in the older States, but along the frontiers, and on remote and dangerous missionary fields. The effects of such watchful, kindly, and intelligent discipline have been really a nobler memorial to those by whom it then was exercised than would have been any surpassing fineness of scholarship in an elect few whom they had in-

structed, or any rare and famous achievement in scientific invention or research.

Of the history of the institution, as sketched in this volume by an experienced and an accurate pen, it is of course no part of the office of this Introduction to give even a summary. But one thing must be noted, in justice alike to the living and the dead. Almost every American college has had its special heroic period, when means were scanty while aims were high, and when narrowness of resources with meagerness of equipment combined to lay oppressive burdens on the heart and hope of those laboring in it to accomplish great ends. In the older institutions, such periods came in what is now their distant past. In those more recent they have come in the experience of men still living, by whom the stress of them is still vividly remembered, one might almost say is still painfully felt. At Amherst the time of the heaviest burdens was no doubt in the two decades between 1836 and 1856, and it seemed now and then as if the college itself must sink under the strain. Humanly speaking, only the faith and the steadfast fortitude of those then holding office in it sustained its life, and enabled it to come up from the bogs and out from the shadows with fresh hope and a renovated strength. The history of those years may be glanced at in this volume; but the reserve of the author has no doubt imposed restraint on his pen, and the full story can hardly be written while he is among us.

There was nothing unnatural in the crisis, severe as it was. The college had been founded without wealthy patrons, by many people of moderate means subscribing small sums, in the midst of a frugal agri-

cultural district, when its remoteness from centers of population and power was vastly greater than it since has been. It had been founded especially to furnish education to those not rich in this world's goods, and founded in the impulse of a fervent and expectant evangelical faith, which knew little of what was needed for the complete equipment of a college, but which felt itself to have all the promises on its side, and which took small account of the difficulties that must come—difficulties only to be augmented by the increasing repute of the institution. So it was as certain as is the operation of any natural law that times of sore struggle and poverty must be encountered, before it could attain a position of comparative security and ease. It has not yet reached that, so far as to be beyond the need of the constant aid of its alumni, its friends, and of all who honor it for its work's sake. But the period of its desperate strait is over. Its funds and its equipment are not now wholly inadequate to its work. Its buildings, libraries, collections of art, and general apparatus are not undeserving of respectful regard when matched against those of older institutions. It has a distinguished and numerous faculty, and the prospect before it was never larger or brighter than at present. The lovely natural amphitheater in one of whose foci it fortunately stands, between responsive ranges of sentinel hills, and with the unsurpassed western outlook which it always commands, seems to offer the parable and the physical prophecy of its sure foundations, and of the still expanding influence to go forth from it in centuries to come. As Mr. Webster is reported to have said of Dartmouth College at

the close of his great argument on its behalf before the Supreme Court in Washington, in 1818: "It is a small college, but," as he added, "there are those who love it!" May their number always increase, and their labor in its service be crowned with ever richer results!

However long the college may continue, however far its influence may reach, and howsoever rich it may become, in accumulating funds, in a generously enlarged physical equipment, in the men who as teachers give it grace and renown, in the fame which shall draw to it students from afar, it may safely be predicted that none will ever have done more to determine its character, to invigorate its life, or to give tone to its widening influence, than did those who were early associated in it as teachers and guides; and it may with equal assurance be added that of all those thus associated none will be remembered with a more affectionate honor than will be given to him who came to the college in his young manhood, who faithfully wrought in it till fulness of years gave him right to retire, and who now becomes, with the assent of all, its most fitting historian.

He has nothing either tragical or splendid to relate in this volume. His story moves along common levels of life and experience, appealing to the memory in some, but not at all to the general imagination. The story is set forth with an engaging sincerity, to which any impulse of literary ambition would be utterly foreign. It does not aspire to attract multitudes of readers, or to take a place among brilliant and famous histories of the time. Yet an old-time pupil, following attentively its reflective and stimu-

lating pages, remembering the strong personality behind them, and indulging a reminiscent mood, may not be criticised if now and then he catches in his thought a self-repeating echo of ancient words, once familiar, describing that great master of historians whom the author of the narrative before us long ago studied with enthusiasm, and whom he has delighted to help many others fairly to interpret:

"Qui ita creber est rerum frequentia, ut verborum prope numerum sententiarum numero consequatur; ita porro verbis aptus, et pressus, ut nescias, utrum res oratione, an verba sententiis illustrentur."

Richard S. Storrs.

Brooklyn, N. Y., *Nov.* 27, 1894.

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A HISTORY OF AMHERST COLLEGE.

CHAPTER I.

THE QUEEN'S COLLEGE PROJECT—FIRST ASSOCIATED ACTION IN REGARD TO AMHERST COLLEGE—AMHERST ACADEMY THE MOTHER OF AMHERST COLLEGE—THE CHARITY FUND—QUESTION OF THE REMOVAL OF WILLIAMS COLLEGE.

THE want of a college in the valley of the Connecticut was felt previous to the Revolution. Sixty years before the establishment of the Charity Institution at Amherst, and thirty years before the incorporation of Williams College, measures were taken for founding an educational institution in Hampshire County. Some of the inhabitants of that county presented to the General Court, January 20, 1762, a memorial asking for a charter for this purpose, and a bill was brought in, which, though passed to be engrossed, was finally defeated.

But shortly after, Francis Bernard, by virtue of his position as "Governor of the Province of Massachusetts Bay," made out a charter incorporating Israel Williams and eleven others "a body politic by the name of the President and Fellows of Queen's College." This charter bears the date of February 26,

1762, and the proposed college was to be in Northampton, Hatfield, or Hadley.

Nothing further ever came of this commendable act of Governor Bernard. Sympathy for Harvard College, at the time suffering from the loss by fire of its library and philosophical apparatus, opposed the establishment of another like institution in the province, and the exciting times preceding the Revolutionary War soon absorbed public attention to the exclusion of other more peaceful matters.

It was not, therefore, until a number of years later that Williams College was founded, and still later that we find on record the first associated action looking toward the establishment of a college at Amherst. It was at a meeting of the Franklin County Association of Ministers, held in Shelburne, in 1815. This was six years before the college came into existence, and one year after the opening of Amherst Academy, out of which the college grew. The association, on mature deliberation, were of the opinion that knowledge and virtue might be greatly subserved by an advanced literary institution situated in their important section of the Commonwealth. They were unanimously agreed that, all things considered, the town of Amherst appeared to them the most eligible place for locating it.

This decision is particularly worthy of notice because it was reached at a meeting held, not in Hampshire County or even in the Connecticut Valley, but among the mountains west of the valley, in which so many great and good men have had their origin. Indeed many of the members of the association represented churches which were very friendly to

Williams College, and one of the most prominent participators in the discussion in favor of Amherst was himself a trustee of Williams College.

Rev. Theophilus Packard, who was the prime mover in this first associated action, and several others of the earliest and most efficient friends of Amherst College, were residents of Franklin County. Rev. James Taylor of Sunderland became a member of the corporation as it was first chosen and organized, and was a constant attendant of all its meetings so long as he lived, a wise counsellor and a firm supporter of the college in all the trials of the first eleven years of its existence. Col. Rufus Graves, its indefatigable agent, and Nathaniel Smith, its most liberal donor in those early days, were both members of Mr. Taylor's church, born in Sunderland and residing there when the establishment of such an institution first began to be agitated. Deacon Elisha Billings of Conway, an educated man of great zeal, wisdom and influence, threw himself into the enterprise, and contributed largely to its success, as will be seen very clearly a little later.

Amherst Academy was the mother of Amherst College. The trustees of the academy became also trustees of the college, and the records of the academy are the records of the college during the first four years of its existence. The founding and erecting of Amherst Academy kept pace with the origin and progress of the last war with Great Britain. The subscription was started in 1812, when that war was declared; the academy went into operation in December, 1814, the same year and the same month in which the peace was signed; and it was fully

dedicated with illuminations and public rejoicings in 1815, when the return of peace was known and hailed with joy in this country, especially in New England. The charter was not obtained, however, till 1816, having been delayed by opposition in Amherst, and in the neighboring towns, of the same kind and partly from the very same sources as that which the college encountered in later years.

It opened with more students than any other academy in Western Massachusetts, and soon attracted pupils from every part of New England. It had at one time ninety pupils in the young women's department, and quite as many, usually more, in the young men's. It was the Williston Seminary and the Mount Holyoke of that day united. Mary Lyon, the founder of Mount Holyoke Seminary, was a member of Amherst Academy in 1821. There were usually from seventy-five to one hundred students in the classical department, and in the first year of Simeon Colton's administration, the writer, who was his assistant, well remembers that we sent about thirty to college, the larger part of whom entered at Amherst. Prior to the existence of Williston Seminary, and during the depression of Phillips Academy at Andover, in the declining years of Principal Adams, if not still earlier, Amherst Academy, without dispute, held the first position among the academies of Massachusetts.

But the subsequent prosperity of Phillips Academy, the establishment of Williston Seminary, and the rise of normal schools and high schools in all the large towns, gradually drew off their students and thus their support from Amherst and other comparatively unendowed academies, till one after another of them



AMHERST ACADEMY.

became extinct. Amherst Academy did a great and good work in and of itself, for which many who were educated there and not a few who were spiritually "born" there, will bless God forever. But the best work which it did, and which, it is believed, will perpetuate its memory and its influence, was the founding of Amherst College.

In view of the elevated literary and Christian character of Amherst Academy, and its extraordinary success as already described, it is not surprising that its founders soon felt themselves called upon to make higher and larger provision for educational purposes. At the annual meeting of the board of trustees, on the 18th of November, 1817, a project formed by Rufus Graves, Esq., was adopted for increasing the usefulness of the academy, by raising a fund for the gratuitous instruction of "indigent young men of promising talents and hopeful piety, who shall manifest a desire to obtain a liberal education with a sole view to the Christian ministry."

A committee appointed for the purpose entered with zeal and alacrity upon the effort to raise money for the endowment of a professorship of languages, and prosecuted it for several months. Their ardent and indefatigable chairman, Colonel Graves, went to Boston and other large towns, and labored day and night to accomplish the object. But "they found," in the language of Mr. Webster's narrative of the proceedings, "that the establishment of a single professorship was too limited an object to induce men to subscribe. To engage public patronage, it was found necessary to form a plan for the education of young men for the ministry on a more extensive scale."

These considerations determined the committee to enlarge their plan, and to aim not merely at the endowment of a professorship in the academy, but at the raising of a fund which should be the basis of a separate institution of a higher grade. They accordingly framed and reported a "constitution and system of by-laws for raising and managing a permanent charity fund as the basis of an institution in Amherst, in the county of Hampshire, for the classical education of indigent young men of piety and talents for the Christian ministry." The board of trustees at their meeting on the 18th of August, 1818, unanimously accepted this report, approved the doings of the committee, and authorized them to take such measures and communicate with such persons and corporations as they might judge expedient.

The fund which was thus inaugurated became the corner-stone of the Charity Institution and "the sheet-anchor" of the college—as it was often called by the professors and friends of the college amid the storms which it afterward encountered. No document sheds so much light on the motives of the founders of the institution as this constitution of the charity fund. It therefore merits careful consideration.

The constitution is drawn up in due form as a legal document,[1] with much minuteness of detail, and with

[1] Colonel Graves consulted Jeremiah Mason and Daniel Webster as to the legal character of the constitution, and they both said it was a legal instrument, binding in law on the subscribers; and so it was decided by the Supreme Court, when, for the sake of testing it, one of the subscribers refused to pay.

every possible safeguard against the loss or perversion of the fund, or the neglect of duty on the part of those who are charged with the care and management of it. The first article fixes the location of the Institution at Amherst, and provides for the incorporation of Williams College with it, should it continue to be thought expedient to remove that institution to the county of Hampshire and to locate it in the town of Amherst. The second article contains a promise of the subscribers to pay the sums annexed to their names for the purpose of raising a permanent fund, to the amount of at least fifty thousand dollars, as the basis of a fund for the proposed institution, provided that, in case the sums subscribed in the course of one year shall not amount to the full sum of fifty thousand dollars, then the whole, or any part, shall be void according to the will of any subscriber on giving three months' notice. The third provides that five-sixths of the interest of the fund shall be forever appropriated to the classical education in the institution of indigent pious young men for the ministry, and the other sixth shall be added to the principal for its perpetual increase, while the principal itself shall be secured intact and perpetually augmenting. Article fourth directs that the property of the fund shall be secured by real estate or invested in funds of Massachusetts, or the United States, or some other safe public stocks. Article fifth vests the management and appropriation of the fund, according to the provisions of the constitution and by-laws, in the trustees of Amherst Academy, until the contemplated classical institution is established and incorporated, and then in the board of trustees of said

institution and their successors forever. Article sixth provides for the appointment of a board of overseers of the fund, a skilful financier, and an auditor. Article seventh requires the trustees to appoint a financier who shall be sworn to the faithful discharge of his duty, under sufficient bonds, and subject to be removed at their discretion. This financier, however, shall not be their own treasurer, that is, the treasurer of the Institution, who shall be ineligible to that office. This article also prescribes the duties of the trustees in regard to the fund, such as examining candidates for its charities, keeping a correct record of the amount of the fund, the manner in which it is invested and secured, their receipts and disbursements from it, and all their proceedings in reference to it. Article eighth prescribes minutely the duties of the financier in receiving and investing moneys, managing and guarding the fund, paying over the interest, as provided in article third, into the treasury of the Institution, taking triplicate receipts, one to keep for his own security, one to deposit with the secretary of the board of trustees, and the third with the auditor; keeping an accurate account of the whole fund and every part of it, and reporting the same annually to the board of trustees. The ninth article provides that the financier shall be paid from the avails of the fund a reasonable sum for his services and responsibility. The tenth prescribes the manner in which the overseers of the fund shall be appointed and perpetuated, viz.: the four highest subscribers to the fund shall appoint each of them one, and the other three shall be elected by a majority of the votes of the other subscribers who

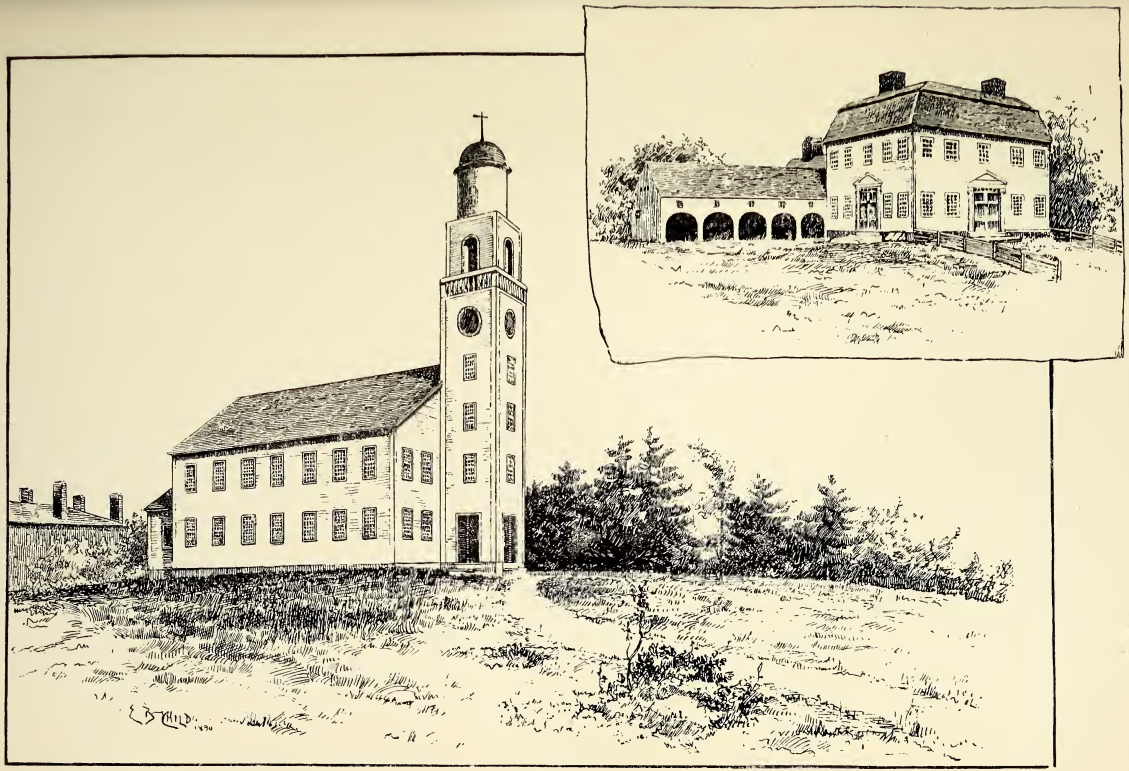
may assemble for that purpose. Then the board shall perpetuate their existence as such by filling their own vacancies. In case the board shall at any future time become extinct, the Governor and Council of this Commonwealth are expressly authorized to appoint a new board. Article eleventh provides for the appointment of an auditor by the board of overseers, and prescribes at great length the duties of that board. They are required to visit the institution at its annual commencement, to receive and examine the reports of the trustees and the auditor, and to inspect the records, files and vouchers of the trustees and the financier, and in view of all the facts, to decide whether the fund has been skilfully managed, and its avails faithfully applied according to the will of the donors. Article twelfth prescribes the duties of the auditor. Article thirteenth provides for the amendment of the constitution and system of by-laws by the concurrent action of the board of trustees and the board of overseers, "so, however, as not to deviate from the original object of civilizing and evangelizing the world by the classical education of indigent young men of piety and talents," "nor without the majority of two-thirds of the members of the said board of trustees, and five-sevenths of the said board of overseers."

Article fourteenth reads as follows: "In order to prevent the loss or destruction of this constitution by any wicked design, by fire, or by the ravages of time, it shall be the duty of the trustees of said institution, as soon as the aforesaid sum of fifty thousand dollars shall be hereunto subscribed, to cause triplicate copies of the same, together with the names of the subscrib-

ers and the sum subscribed annexed to each name, to be taken fairly written on vellum, one of which to be preserved in the archives of said institution, one in the archives of said board of overseers, and the other in the archives of this Commonwealth. And in case of the loss or destruction of either of said copies, its deficiency shall be immediately supplied by an attested copy from one of the others."

In order to secure the approval and co-operation of the Christian community to an extent commensurate with the magnitude of the undertaking, the trustees of Amherst Academy, at a meeting held on the 10th of September, 1818, resolved to call a convention of "the Congregational and Presbyterian clergy of the several parishes in the counties of Hampshire, Franklin, and Hampden and the western section of the county of Worcester, with their delegates, together with one delegate from each vacant parish, and the subscribers to the fund."

On the 29th of September, 1818, in accordance with this invitation, the convention met in the church in the west parish of Amherst. Thirty-seven towns were represented, sixteen in Hampshire County, thirteen in Franklin, four in Hampden and four in Worcester. Most of the parishes were represented by both a pastor and a lay delegate. Thirty-six clergymen and thirty-two laymen composed the convention. The constitution and by-laws of the proposed institution were read, and, after some discussion, the whole subject was referred to a committee of twelve. In the afternoon, a sermon was delivered before the convention by Dr. Lyman. The next morning, September 30, the committee presented



FIRST CONGREGATIONAL MEETING-HOUSE AND PARSONAGE IN 1788.

their report. They express in strong language their approval of the constitution, as the fruit of much judicious reflection, and guarding as a legal instrument, in the most satisfactory and effectual manner, the faithful and appropriate application of the property consecrated by the donors. They had no hesitation in recommending Hampshire County as one of the most eligible situations for such an institution. In regard to the particular town in Hampshire County, while they thought favorably of Amherst, the committee were of the opinion that it would be expedient to leave that question to the decision of a disinterested committee appointed by the convention.

The preamble of this report, expressing the general views of the committee, was promptly accepted by the convention. But on those points in the resolutions which touched the location of the institution an animated debate arose and continued through the morning and afternoon sessions. Able arguments and eloquent appeals were made for and against fixing the site definitely at Amherst. Local feelings and interests doubtless influenced the speakers more or less on both sides of the question. The most violent opposition came from some of the churches and parishes in the immediate vicinity of Amherst. Several delegates from the west side of the river, including those from Northampton, contended ably and earnestly in favor of locating the institution at Northampton. The discussion was carried from the convention to the families where the members were entertained, and there are still living those who well remember that the excitement ran so high as to disturb their sleep long after the hour of midnight.

The people of Amherst were deeply moved. The house was filled with anxious spectators. Business was almost suspended. The academy took a recess, and teachers and pupils hung with breathless interest on the debate. "Until noon of the second day of the convention,"—I use the language of one who was then a student in the academy and an eye-witness,[1] —"the weight of argument was in favor of Northampton, and things looked blue for a location in Amherst. In the afternoon, Samuel Fowler Dickinson, taking his position in the aisle of the old church, laid himself out, in one of the most powerful and telling speeches which were made on this occasion, gaining the full attention of the whole convention, and no doubt greatly influencing many in their votes. After which, George Grennell, who was secretary of the convention, left his seat, taking his place in the aisle, and also delivered a very powerful and effective speech, still keeping the full attention of the convention. These two speeches produced a new and different feeling throughout the house, and the result, when the vote was taken, was in favor of Amherst as a location for the institution."

The enterprise was thus fairly launched, and the raising of money was prosecuted with such zeal and success that, at a special meeting of the trustees of Amherst Academy, in July, 1819, a committee appointed to examine the subscription reported that the money and other property amounted, at a fair estimate, to fifty-one thousand four hundred and four dollars, thus making more than the sum proposed in less than the time allowed by the constitution.

[1] D. W. Norton, Esq., of Suffield, Conn.

As early as 1815, six years before the opening of Amherst College, the question of removing Williams College to some more central part of Massachusetts was agitated among its friends and in its board of trustees. At that time Williams College had two buildings and fifty-eight students, with two professors and two tutors. The library contained fourteen hundred volumes. The funds were reduced and the income fell short of the expenditures. Many of the friends and supporters of the college were fully persuaded that it could not be sustained in its present location. The chief ground of this persuasion was the extreme difficulty of access to it.

At the same meeting of the board of trustees at which Professor Moore was elected president of Williams College, May 2, 1815, Dr. Packard of Shelburne introduced the following motion: "That a committee of six persons be appointed to take into consideration the removal of the college to some other part of the Commonwealth, to make all necessary inquiries which have a bearing on the subject, and report at the next meeting." The motion was adopted, and at the next meeting of the board in September, the committee reported that "a removal of Williams College from Williamstown is inexpedient at the present time, and under existing circumstances."

But the question of removal thus raised in the board of trustees and thus negatived only "at the present time and under existing circumstances," continued to be agitated. And at a meeting on the 10th of November, 1818, influenced more or less doubtless by the action of the Franklin County Association of Congregational Ministers, and the Convention of

Congregational and Presbyterian Ministers in Amherst, the board of trustees resolved that it was expedient to remove the college on certain conditions. President Moore advocated the removal, and even expressed his purpose to resign the office of president unless it could be effected, inasmuch as when he accepted the presidency he had no idea that the college was to remain at Williamstown, but was authorized to expect that it would be removed to Hampshire County. Nine out of twelve of the trustees voted for the resolutions, which were as follows:

"Resolved, that it is expedient to remove Williams College to some more central part of the State whenever sufficient funds can be obtained to defray the necessary expenses incurred and the losses sustained by removal, and to secure the prosperity of the college, and when a fair prospect shall be presented of obtaining for the institution the united support and patronage of the friends of literature and religion in the western part of the Commonwealth, and when the General Court shall give their assent to the measure."

In November, 1819, the trustees of Williams College voted to petition the Legislature for permission to remove the college to Northampton. To this application, Mr. Webster says, "the trustees of Amherst Academy made no opposition and took no measures to defeat it." In February, 1820, the petition was laid before the Legislature. The committee from both houses, to whom it was referred, after a careful examination of the whole subject, reported that it was neither lawful nor expedient to remove the college, and the Legislature, taking the same view, rejected the petition. The trustees of Amherst

Academy, who had been quietly awaiting the issue of the application, judged that the way was now open for them to proceed with their original design according to the advice of the convention, and at their meeting in March, 1820, they took measures for collecting the subscriptions to the charity fund, raising additional subscriptions, erecting a suitable building, and opening the institution as soon as possible for the reception of students. Thus the long and exciting discussion touching the removal of Williams College and the location of a college in some more central town of old Hampshire County at length came to an end, and the contending parties now directed all their energies to building up the institutions of their choice.

Few questions have agitated the good people of Western Massachusetts more generally or more deeply than this. Whether one college would have been better than two for Western Massachusetts, and if there was to be but one, whether that one should have been at Williamstown, Northampton, or Amherst, are questions which we are not now called to answer. But that these good men had the best interests of learning and religion at heart and were foreseeing and far-seeing beyond most men in their generation we have no doubt. They certainly did not overestimate the importance of a college in Hampshire County, and their wise plans and persevering efforts have resulted, under the overruling providence of God, in the upbuilding of two colleges, each of which has far exceeded not only the one which then existed, but the most sanguine hopes of the founders of either, in its prosperity and usefulness.

CHAPTER II.

ERECTION OF THE FIRST COLLEGE EDIFICE—INAUGURATION OF THE PRESIDENT AND PROFESSORS AND OPENING OF THE COLLEGE.

At a meeting of the board of trustees of Amherst Academy, May 10, 1820, it was voted "that Samuel F. Dickinson, H. W. Strong, and Nathaniel Smith, Esquires, Dr. Rufus Cowles, and Lieut. Enos Baker be a committee to secure a good and sufficient title to the ten acres of land conditionally conveyed to the trustees of this academy as the site of said institution by the late Col. Elijah Dickinson, and for the special benefit of the charity fund; to digest a plan of a suitable building for said institution; to procure subscriptions, donations, or contributions for defraying the expense thereof; to prepare the ground and erect the same as soon as the necessary means can be furnished,—the location to be made with the advice and consent of the prudential committee." At this meeting it was further resolved "that great and combined exertions of the Christian public are necessary to give due effect to the Charity Institution;" and Joshua Crosby, Jonathan Grout, James Taylor, Edwards Whipple, John Fiske, and Joseph Vaill were appointed agents to make application for additional funds, and for contributions to aid in erecting suitable buildings for the accommodation of students.

The committee proceeded at once to execute the trust committed to them, secured a title to the land, marked out the ground for the site of a building, the present South College, one hundred feet long, thirty feet wide and four stories high, and invited the inhabitants of Amherst friendly to the object to contribute labor and materials, with provisions for the workmen. With this request, the inhabitants of Amherst friendly to the institution, together with some from Pelham and Leverett and a few from Belchertown and Hadley, cheerfully complied. Occasional contributions were also received from more distant towns, even on the mountains. The stone for the foundation was brought chiefly from Pelham by gratuitous labor,[1] and provisions for the workmen were furnished by voluntary contributions. Donations of lime, sand, lumber, materials of all kinds, flowed in from every quarter. Teams for hauling, and men for handling and tending, and unskilled labor of every sort, were provided in abundance. Whatever could be contributed gratuitously was furnished without money and without price. The people not only contributed in kind but turned out in person, and sometimes camped on the ground and labored day and night, for they had a mind to work like the Jews in building their temple, and they felt that they too

[1] The same gentleman, a native of Pelham, who has recently endowed the scholarship of the first class—the class of 1822—more than fifty years ago brought the first load of stone upon the ground as a free-will offering. "That gentleman was Wells Southworth, Esq., of New Haven, Conn. Those granite blocks are now in the foundations of the old South College." —Professor Snell's address at the Semi-Centennial.

were building the Lord's house. The horse-sheds which then ran along the whole line, east of the church, and west of the land devoted to the college, were removed. The old Virginia fence disappeared. Plow and scraper, pick-axe, hoe, and shovel, were all put in requisition together to level the ground for the building and dig the trenches for the walls. It was a busy and stirring scene such as the quiet town of Amherst had never before witnessed, and which the old men and aged women of the town, who participated in it when they were boys and girls, were never weary of relating. The foundations were speedily laid. On the 9th of August they were nearly completed and ready for the laying of the corner-stone. The walls went up, if possible, still more rapidly. We doubt if there has been anything like it in modern times. Certainly we have never seen or read of a parallel. The story, as told by eye-witnesses and actors, is almost incredible. "Notwithstanding," says Noah Webster,[1] a man who was not given to exaggeration, "notwithstanding the building committee had no funds for erecting the building, not even a cent, except what were to be derived from gratuities in labor, materials, and provisions, yet they prosecuted the work with untiring diligence. Repeatedly, during the progress of the work, their means were exhausted, and they were obliged to notify the president of the board that they could proceed no further. On these occasions the president called together the trustees, or a number

[1] Mr. Webster removed in 1812 from New Haven to Amherst, where he spent ten of the most laborious and fruitful years of his life on his great life-work, the American Dictionary.



AMHERST COLLEGE IN 1821.

From a Lithograph in President Hitchcock's "Reminiscences."

of them, who, by subscriptions of their own, and by renewed solicitation for voluntary contributions, enabled the committee to prosecute the work. And such were the exertions of the board, the committee and the friends of the institution that on the ninetieth day from the laying of the corner-stone, the roof timbers were erected on the building."

"It seemed," exclaims President Humphrey, "it seemed more like magic than the work of the craftsmen! Only a few weeks ago the timber was in the forest, the brick in the clay, and the stone in the quarry!"

The college well was dug at the same time and in very much the same way—that well from which so many generations of students have since drunk health and refreshment, and which is usually one of the first things that an Amherst alumnus seeks when he revisits his alma mater. And "when the roof and chimneys were completed, the bills unpaid and unprovided for were less than thirteen hundred dollars." Here the work was suspended for the winter. But it was resumed in the spring, and then the interior of the building was finished by similar means, and with almost equal dispatch.

By the middle of June the building was so nearly completed that the trustees made arrangements for its dedication in connection with the inauguration of the president and professors, and the opening of the institution in September. And before the end of September, not only was the edifice finished, but about half of the rooms were furnished for the reception of students, through the agency of churches and benevolent individuals, especially of the ladies in

different towns in Hampshire and the adjoining counties.

We must now go back to give some account of the exercises at the laying of the corner-stone, the appointment of officers of the institution, and other measures preliminary to the dedication and the opening.

The following is the order of exercises at the laying of the corner-stone substantially as it was given to the public shortly after the occasion: "On the 9th of August, 1820, the board of trustees of Amherst Academy, together with the subscribers to the fund then present, a number of the neighboring clergy and the preceptors and students of the academy, preceded by the building committee and the workmen, moved in procession from the academy to the ground of the Charity Institution. The Throne of Grace was then addressed by Rev. Mr. Crosby of Enfield, and the ceremony of laying the corner-stone was performed by the Rev. Dr. Parsons, president of the board, in presence of a numerous concourse of spectators; after which an address was delivered by Noah Webster, Esq., vice-president of the board. The assembly then proceeded to the church, where an appropriate introductory prayer was made by the Rev. Mr. Porter of Belchertown, a sermon delivered by the Rev. Daniel A. Clark of Amherst, and the exercises concluded with prayer by the Rev. Mr. Grout of Hawley. The performances of the day were interesting, and graced with excellent music."

On the same day, at a meeting of the subscribers to the fund, they having been duly notified, the Rev. Nathaniel Howe of Hopkinton being chosen moder-

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ator, and the Rev. Moses Miller of Heath, secretary, the meeting was opened with prayer by the moderator, and the following gentlemen were then elected overseers of the fund, namely: Henry Gray, Esq., of Boston, Gen. Salem Towne, Jr., of Charlton, Rev. Theophilus Packard of Shelburne, Rev. Thomas Snell of North Brookfield, Rev. Luther Sheldon of Easton, Rev. Heman Humphrey of Pittsfield, and H. Wright Strong, Esq., of Amherst.

The board of trustees of Amherst Academy at this time, who acted as trustees of the charity fund, was composed of the following members: Rev. David Parsons, president; Noah Webster, vice-president; Rev. James Taylor, Rev. Joshua Crosby, Rev. Daniel A. Clark, Nathaniel Smith, Esq., Samuel F. Dickinson, and Rufus Graves. After the public exercises of this occasion, Dr. Parsons resigned his seat in the board, and Noah Webster was elected president of the board.

By request of the trustees the address of Mr. Webster and the sermon of Mr. Clark were both printed and published. In reading them, no thought strikes us so forcibly as the philanthropic, Christian, and missionary spirit of the founders.

The connection between the Charity Institution at Amherst, and those education societies which had sprung up a little earlier and were born of the same missionary spirit, could not but be very intimate and productive of most important results. As early as September, 1820, a committee of the trustees was directed to correspond with the American Education Society on the subject of the terms on which the board might co-operate with that society in the edu-

cation of their beneficiaries. At a meeting of the board in November, 1820, the trustees passed a vote authorizing the prudential committee to receive into the academy as beneficiaries from education societies or elsewhere, charity students, not exceeding twenty. In June, 1821, they voted that persons wishing to avail themselves of the charity fund as beneficiaries should be under the patronage of some education society or other respectable association which should furnish to each beneficiary a part of his support, amounting at least to one dollar a week, for which he was to be furnished with board and tuition. They required also, that every applicant should produce to the examining committee satisfactory evidence of his indigence, piety and promising talents.

As the constitution required that the charity fund should forever be kept separate from the other funds of the institution, and under another financier, at a meeting November 8, 1820, the trustees appointed John Leland as their agent to receive all donations made for the benefit of the Charity Institution, other than those made to the permanent fund. For this office, which he held fourteen years, Mr. Leland never received a salary of more than three hundred dollars. At the same time the commissioner of the charity fund received only two hundred dollars per annum for his services. It will be seen that the institution commenced on a basis of economy, in reference both to its officers and its students, which corresponded with its charitable object.

At a meeting of the trustees of Amherst Academy on the 8th of May, 1821, it was "Voted unanimously, That the Rev. Zephaniah Swift Moore be, and he is

hereby, elected president of the Charity Institution in this town.

"Voted, That the permanent salary of the president of this institution for his services as president and professor of theology and moral philosophy be twelve hundred dollars, and that he is entitled to the usual perquisites."

At the same time the trustees resolved to build a house for the president, provided they could procure sufficient donations of money, materials, and labor. They also decided that the first term of study in the institution should commence on the third Wednesday of September. It is worthy of record that at this meeting they passed a vote prohibiting the students from drinking ardent spirits or wine, or any liquor of which ardent spirits or wine should be the principal ingredient, at any inn, tavern, or shop, or keeping ardent spirits or wine in their rooms, or at any time indulging in the use of them. Thus early was temperance as well as economy established as one of the characteristic and fundamental principles of the institution. It is an interesting coincidence that at this meeting in May, when President Moore was elected to the presidency, the Rev. Heman Humphrey of Pittsfield, who was destined to succeed him in the office, preached in accordance with a previous appointment "a very appropriate and useful sermon," for which he received "an address of thanks" by vote of the trustees.

In his letter of acceptance, dated Williamstown, June 12, 1821, President Moore insists that the classical education of the students shall be thorough. "I should be wholly averse," he says, "to becoming

united with any institution which proposes to give a classical education inferior to that given in any of the colleges in New England. On this subject I am assured your opinion is the same as my own, and that you are determined that the course of study in the institution to which you have invited me shall not be inferior to that in the colleges in New England."

That the trustees were in perfect unison with the president in regard to these vital points to which he attached so much importance, they showed by voting in their meeting on the thirteenth day of June that the preparatory studies or qualifications of candidates for admission to the Charity Institution, and the course of studies to be pursued during the four years of membership, should be the same as those established in Yale College. And that the public might not be left in doubt on these points, the president of the board soon after gave public notice in the newspapers, that "Young men who expect to defray the expenses of their education, will be admitted into the collegiate institution on terms essentially the same as those prescribed for admission into other colleges in New England."

At the same session, the trustees elected the Rev. Gamaliel S. Olds to be professor of mathematics and natural philosophy, and Joseph Estabrook to be professor of the Greek and Latin languages, and voted that the president and professors elect should be inaugurated and the college edifice dedicated with suitable religious services on the Tuesday next preceding the third Wednesday of September, and that Professor Stuart of Andover be invited to preach the dedication sermon.

At the time appointed, the 18th of September, 1821, the exercises of dedication and of inauguration were held in the parish church. After introductory remarks by Noah Webster, Esq., president of the board, in which he recognized the peculiar propriety "that an undertaking having for its special object the promotion of the religion of Christ should be commended to the favor and protection of the great Head of the Church," and its buildings and funds solemnly dedicated to his service, a dedicatory prayer was offered by the Rev. Mr. Crosby of Enfield, and a sermon was preached by the Rev. Dr. Leland of Charleston, S. C.,[1] from the text: "On this rock will I build my church, and the gates of hell shall not prevail against it." President Moore and Professor Estabrook,[2] having publicly signified their acceptance and their assent to the confession of faith[3] which had been prepared for the occasion, were then solemnly inducted into their respective offices by the president of the board, with promises of hearty co-operation and support by the trustees, and earnest prayers for "the guidance and protection of the great Head of the Church, to whose service this institution is consecrated." A brief address was then delivered by each of them,

[1] "For special reasons, Professor Stuart declined to preach on the occasion." Dr. Leland "was on a visit to his father, then resident in Amherst."—*Dr. Webster's Manuscript.*

[2] Professor Olds had signified his acceptance, but was not present at the inauguration.

[3] Of this confession of faith I find no record, except that it was reported to the trustees by a committee appointed for the purpose immediately previous to the exercises of inauguration. The committee consisted of the Rev. Zephaniah S. Moore, the Rev. Thomas Snell, and the Rev. Daniel A. Clark.

and the concluding prayer was offered by the Rev. Mr. Snell of North Brookfield. At the close of the exercises a collection was made for the benefit of the institution; and the corner-stone of the president's house was laid with the usual ceremonies.

The next day, September 19, the college was opened and organized by the examination and admission of forty-seven students, some into each of the four regular classes. Of this number fifteen followed Dr. Moore from Williams College, a little less than one-third of the whole number at Amherst, and a little less than one-fifth of the whole number in the three classes to which they belonged in Williams College. This was "a larger number, I believe," says Dr. Humphrey, "than ever had been matriculated on the first day of opening any new college. It was a day of great rejoicings. What had God wrought!"



Zeph. Swift Moore

CHAPTER III.

THE FIRST PRESIDENCY—FIRST CATALOGUE AND COURSE OF STUDY—THE LITERARY SOCIETIES—EARLY AMHERST—DEATH OF PRESIDENT MOORE.

First things, whether they are the first in the history of the world, or only the first in a country, or a town, or an institution, besides their intrinsic value, have a relative interest and importance which justify and perhaps require the historian to dwell upon them at greater length.

The first edifice of the Charity Institution, as we have seen in the foregoing chapter, was the present South College. Although it was erected so rapidly and finished and furnished to so great an extent by voluntary contributions of labor and material, it was one of the best built, and is to this day one of the best preserved and most substantial of all the buildings on the grounds. The rooms were originally large, square, single rooms, without any bedrooms, and served the double purpose of a dormitory and a study. A full quarter of a century elapsed before bed-rooms were placed in South College. Some of the rooms, besides serving as sleeping-rooms and studies for their occupants, were also of necessity used for a time as recitation-rooms for the classes. Thus the room of Pindar Field and Ebenezer S. Snell, the two seniors who for some time constituted the senior class—it was the room in the southwest corner

of the fourth story—was the senior recitation-room, and there President Moore daily met and instructed his first senior class. Four chairs constituted the whole furniture and apparatus of this first recitation-room. The library, which at this time was all contained in a single case scarcely six feet wide, was at first placed in the north entry of the same building, the old South College.

Morning and evening prayers were at first attended in the old village "meeting-house," which then occupied the site of the observatory, and was considered one of the best church edifices in Hampshire County. The relations between the students and the families in the village were in the highest degree confidential and affectionate, and the letters which the author has received from the alumni of those halcyon days, although the writers have already reached their threescore years and ten, still read very much like love-letters.

The bell of the old parish meeting-house continued to summon the students to all their exercises till, ere long, one was presented to the college. A coarse, clumsy, wooden tower or frame was erected between the college and the meeting-house to receive this first college bell. This tower, then one of the most remarkable objects on College Hill, became the butt of ridicule and was at length capsized by the students, and the bell was finally transferred to the new chapel.

The growing popularity and prosperity of the institution soon made it manifest that it would require more ample accommodations. In the summer of 1822, the president's house, now owned and occupied by the Psi Upsilon Society, was completed. About

the same time a second edifice was commenced, and a subscription of thirty thousand dollars was opened to pay debts already contracted, to finish the new building, and to defray other necessary expenses. At the opening of the second term of the second collegiate year in the winter of 1822–23, this edifice, the present North College, was already completed and occupied for the first time. The rooms were not all filled, however, and, for some time, unoccupied rooms were rented to students of the academy. Still "no room was furnished with a carpet, only one with blinds, and not half a dozen were painted."

The two corner rooms in the south entry and fourth story of this new building, being left without any partition between themselves or between them and the adjoining entry, were now converted into a hall which served at once for a chapel and a lecture-room, where lectures on the physical sciences followed the morning and evening devotions, thus uniting learning and religion according to the original design of the institution, but where the worship was sometimes disturbed by too free a mixture of acids and gases. The two middle rooms adjoining this hall were also appropriated to public uses, one of them becoming the place where the library was now deposited, and the other the first cabinet for chemical and philosophical apparatus.

A semi-official notice in "The Boston Recorder," dated October 1, 1821, announces that "a college library is begun, and now contains nearly seven hundred volumes. A philosophical apparatus is provided for, and it is expected will be procured the coming winter."

The first lectures in chemistry were given by Colonel Graves, who had been a lecturer in the same department previously, at Dartmouth College. These lectures were delivered in a private room used as a lecture-room in South College. It was quite an enlargement and sign of progress when Professor Eaton began to lecture to all the classes together in the new hall in the new North College.

The first "Catalogue of the Faculty and Students of the Collegiate Institution, Amherst, Mass.," was issued in March, 1822, that is, about six months after the opening. It was a single sheet, about twelve by fourteen inches in size, and printed only on one side, like a hand-bill. In this, as in many other things, Amherst followed the example of Williams College, whose catalogue, issued in 1795, according to Dr. Robbins, the antiquarian, was the first catalogue of the members of a college published in this country. The faculty, as their names and titles were printed on this catalogue, consisted of Rev. Zephaniah Swift Moore, D.D., president and professor of divinity; Rev. Gamaliel S. Olds, A.M., professor of mathematics and natural philosophy; Joseph Estabrook, A.M., professor of languages and librarian; Rev. Jonas King, A.M., professor of oriental literature; and Lucius Field, A. B., tutor. But the professor of oriental languages was never installed, and the instruction was all given by the president with two professors and one tutor. The president was not only the sole teacher of the senior class, but gave instruction also to the sophomores. The number of students had now increased from forty-seven to fifty-nine, viz.:

three seniors, six juniors, nineteen sophomores, and thirty-one freshmen. But dissatisfied with this hand-bill, they issued in the same month of the same year (March, 1822), the same catalogue of names, in the form of a pamphlet of eight pages, which contained, besides the names of the faculty and students, the requirements for admission to the freshman class, an outline of the course of study, and a statement of the number of volumes in the libraries of the institution and of the literary societies.

The requisites for admission into the freshman class were the ability to construe and parse Virgil, Cicero's Select Orations, Sallust, the Greek Testament, Dalzel's Collectanea Græca Minora, a knowledge of the Latin and Greek Grammars, and Vulgar Arithmetic.

Course of Study.—First Year.—Livy, five books, Adam's Roman Antiquities, Arithmetic, Webster's Philosophical and Practical Grammar, Græca Majora, the historical parts, Day's Algebra, Morse's Geography, large abridgment, and Erving on Composition.

Second Year.—Playfair's Euclid, Horace, expurgated edition, Day's Mathematics, Parts II., III. and IV., Conic Sections and Spheric Geometry, Cicero de Officiis, de Senectute and de Amicitia, Græca Majora, Jamieson's Rhetoric, and Hedge's Logic.

Third Year.—Spheric Trigonometry, Græca Majora finished, Enfield's Philosophy, Cicero de Oratore, Tacitus, five books, Tytler's History, Paley's Evidences, Fluxions and Chemistry.

Fourth Year.—Stewart's Philosophy of Mind, Blair's Rhetoric, Locke abridged, Paley's Natural Theology, Anatomy, Butler's Analogy, Paley's Moral Philosophy, Edwards on the Will, Vattel's Law of Nations, and Vincent on the Catechism.

Each of the classes had once a week, for a part of the year, a critical recitation in the Greek Testament. All the classes had weekly exercises in speaking and composition. The library belonging to the institution contained nine hundred volumes, and society libraries about four hundred volumes. This catalogue was printed by Thomas W. Shepard & Co., Northampton.

The annual catalogue for the second year, printed by Denio & Phelps, at Greenfield, in October, 1822, was a pamphlet of twelve pages, and in addition to the matter contained in that of the previous year, comprised the names of the overseers of the fund, a brief calendar, and a statement of the term bills and other necessary expenses. The overseers of the fund, whose names appear on the catalogue, are Henry Gray, Esq., of Boston, Hon. Salem Towne, Jr., of Charleton, H. Wright Strong, Esq., of Amherst, Rev. Samuel Osgood of Springfield, Rev. Theophilus Packard of Shelburne, Rev. Thomas Snell of Brookfield, and Rev. Luther Sheldon of Easton. The faculty is the same as in the previous catalogue, except that the names of William S. Burt, A.B., and Elijah L. Coe, A.B., appear as tutors. They were both graduates of Union College. The number of students had now increased to ninety-eight, viz: 'senior sophisters," five; "junior sophisters," twenty-one; sophomores, thirty-two,

and freshmen, forty. The students' rooms are also registered, N. standing for North College, and S. for South College, on the catalogue.

The term bills, comprising tuition, and room-rent, were from ten to eleven dollars a term. Beneficiaries did not pay any term bills. Board was from one dollar to one dollar twenty-five cents a week, wood from one dollar fifty cents to two dollars a cord, and washing from twelve to twenty cents a week. "Motives of economy and of convenience," writes Dr. Chapin of the class of '26, "influenced the first class of students very largely in coming to Amherst. We all made our own fires and took the entire care of our rooms; most of us sawed our own wood. My college course cost me eight hundred dollars, which was a medium average, I should think. The college grounds were rough and unadorned, and during all of my course had little done to improve them. Each spring we had our 'chip day,' when the students in mass turned out to scrape and clear up the grounds near the buildings."

The two literary societies, the Alexandrian and the Athenian, were organized soon after the opening of the institution. The members of the college were all allotted to the two societies in alphabetical order, the two seniors, Pindar Field and Ebenezer S. Snell, placing themselves or being placed at the head, the former of the Athenian and the latter of the Alexandrian Society, and then reading off the names of the members of the lower classes alternately to the one or the other in the order of the catalogue. Mr. Field was chosen the first president of the Athenian Society, and Mr. Snell the first

president of the Alexandrian. The first meetings of the societies were held in No. 3 and No. 6 in the north entry of South College. In April, 1822, the students in their poverty raised a small contribution, less than $100, and sent Mr. Field to Hartford to purchase a few books which were the beginning of a library for the two societies, for they were then not rival but affiliated societies and had their library in common.

Prof. Charles U. Shepard of the class of '25 has contributed the following graphic sketch of men and things at Amherst in those early days:

"Amherst as it was then would be a strange place to the residents in Amherst of nowadays. The good clergymen who petitioned for its prosperity in 'college prayers' delighted to call it 'a city set upon a hill;' but they would have described its fashion with quite as much exactness had they put forward its claims to celestial notice as 'a village in the woods.' Something more than a score of houses, widely separated from each other by prosperous farms, constituted Amherst centre. Along two roads, running north and south, were scattered small farm-houses, with here and there a cross-road, blacksmith's shop, or school-house by way of suburb. The East Street, however, formed even then a pretty cluster of houses, and had its meeting-house with a far comelier tower than it boasts at the present day.

"But the fine dwellings, public or private, of that early time had their features, whether tasteful or the reverse, greatly concealed by the wide prevalence of trees. Primal forests touched the rear of the college buildings; they filled up with a sea of waving



AMHERST COLLEGE IN 1824.

From a Lithograph in President Hitchcock's "Reminiscences."

branches the great interval between the village and Hadley; toward the south they prevailed gloriously, sending their green waves around the base and up the sides of Mt. Holyoke; to the east, they overspread the Pelham slope; and they fairly inundated vast tracts northward clear away to the lofty hills of Sunderland and Deerfield. It was a sublime deluge, which, alas! has only too much subsided in our day."

After some appreciative notice of the instructions, character, and influence of Presidents Moore and Humphrey, and the chemical and botanical lectures of Prof. Amos Eaton, Professor Shepard concludes: "Such were our chief advantages as I now recollect them. At the time we rated them highly; few left Amherst for other colleges. Nor do I know that any have since regretted connecting themselves with the infant institution. There were doubtless deficiencies to be regretted. In the larger and older universities we might have found better teachers and richer stores of libraries and collections, but in some unknown way, perhaps in the enthusiasm of comparatively solitary effort, compensation was made; and, on the whole, we may doubt whether higher life success would have attended us had we launched from other ports."

The students of Amherst, in those early days, were comparatively free from exciting and distracting circumstances. There were then here no cattle-shows or horse-races, no menageries, circuses, or even concerts of music. They had no "Greek Letter" societies, no class day, and no class elections and class politics to divide and distract them. They came here to study, and they had nothing else to do. They

felt that their advantages were inferior to those of older and richer institutions, but for that very reason they felt that they must "make themselves."

The "Exercises at the First Anniversary of the Collegiate Charity Institution at Amherst" were held in the old "meeting-house" on the 28th of August, 1822. After sacred music, and prayer by the president, a salutatory in Latin was pronounced by Ebenezer S. Snell. His classmate, Pindar Field, delivered the concluding oration in English. There was no valedictory. The members of the junior class, then six in number, helped them to fill up the program with a colloquy, two dialogues, and several orations. A poem was also delivered by Gerard H. Hallock, who was then principal of Amherst Academy. As the institution had no charter, and no authority to confer degrees, testimonials in Latin that they had honorably completed the usual college course were given to the two members of the senior class. The exercises were then closed with sacred music and prayer. The subjects of the two dialogues were "Turkish Oppression," and "The Gospel Carried to India." The last, which was written by Pindar Field and acted by the two seniors with the help of one of the juniors, was an intentional argument and appeal in favor of foreign and domestic missions.

The first revival of religion occurred in the spring term of 1823, about a year and a half after the opening of the institution. The number of students was now over a hundred. The president's house was completed. Two edifices crowned the "consecrated eminence," and a subscription of thirty thousand dollars was being successfully and rapidly raised to

defray the expenses. The prosperity of the institution exceeded the most sanguine hopes of its founders. But at this time President Moore was suffering from ill-health. The amount of labor which he had been performing for nearly two years, together with the responsibility and anxiety that pressed upon him, was enough to break down the most vigorous constitution. In addition to his appropriate duties as president and as chairman of the board of trustees, he heard all the recitations of the senior and in part those of the sophomore class, performed several journeys to Boston to promote the interests of the institution, and solicited in a number of places pecuniary aid in its behalf. The revival, while it gladdened his heart beyond measure, greatly added to his labors and responsibilities. His constitution, naturally strong, was overtaxed by such accumulated labors and anxieties, and had begun to give way perceptibly before the attack of disease which terminated his life.

On Wednesday, the 25th of June, he was seized with a bilious colic. From the first, the attack was violent, and excited fears of a fatal termination. "During his short sickness," we quote the language of Prof. B. B. Edwards, a loving and beloved pupil, one of the converts in the recent revival, "the college was literally a place of tears. Prayer was offered unto God unceasingly for him. We have never seen more heartfelt sorrow than was depicted in the countenances of nearly a hundred young men, all of whom loved him as their own father. But while they were filled with anxiety and grief, Dr. Moore was looking with calmness and joy upon the pros-

pects which were opening before him. While flesh and heart were failing him, Christ was the strength of his heart and the anchor of his soul. And when his voice failed and his eyes were closing in death, he could still whisper, 'God is my hope, my shield, and my exceeding great reward.' "

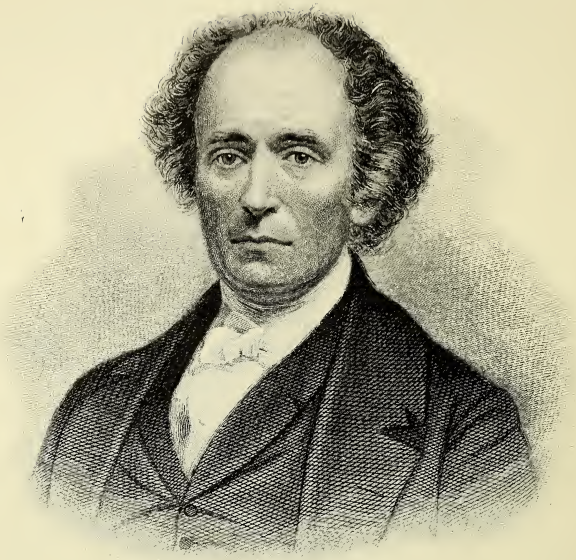
He died on Monday, the 29th of June, 1823, in the fifty-third year of his age. The funeral solemnities were attended on the Wednesday following, in the presence of a great concourse of people from Amherst and the surrounding region. An appropriate sermon was preached by Rev. Dr. Snell, of North Brookfield.

" By nature a great man, by grace a good man, and in the providence of God a useful man, a correct thinker and a lucid writer, a sound theologian, instructive preacher, and greatly beloved pastor, a wise counsellor and sympathizing friend, a friend and father especially to all the young men of the infant college in which he was at the same time a winning teacher and a firm presiding officer, Dr. Moore filled every station he occupied with propriety and raised the reputation of every literary institution with which he became connected." Such, in brief, is the character of the first president of Amherst College as it was briefly sketched in the funeral sermon by Dr. Snell, who knew him intimately both in the pastorate and in the presidency, and who was incapable of exaggeration.

So profound was the sympathy of the senior class with their beloved president, that they were reluctant to take any part in commencement exercises at which he could not preside. And so dark, in their view, was the cloud which rested on the infant semi-

nary, that, reduced almost to despair, they were on the point of closing their connection with it and graduating at some other institution. Accordingly, at the close of the funeral services, the class appeared before the board of trustees, and asked to be released from all participation in any commencement exercises, and from all further connection with the college; but, at the urgent solicitation of the board, they consented to stand in their lot. They never regretted their perseverance in spite of all untoward circumstances, even to the end, in consequence of which they have not only been reckoned as alumni of Amherst College, but counted among its heroes who stood by it in the day of adversity, and constituted its second class. David O. Allen, of this class, claimed to be the oldest graduate of Amherst, having received the degree of A.B. the first of any one, on this wise: While teaching school in Leominster, in the winter vacation of his senior year, he applied for the situation of principal of Groton Academy, then a flourishing institution, and got the appointment. But after obtaining it, he found that a by-law of the academy required the principal to be a graduate of a college. Amherst, having no charter, could at this time confer no degrees. What was to be done? He went to President Moore with his trouble. After much consultation, President Moore gave him testimonials to the president of Union College. Mr. Allen went there privately, joined the senior class, passed the senior examination, and returned with a diploma in his pocket, while as yet his classmates were scarcely aware of his absence. After completing his course at Amherst, he taught the academy

at Groton, paid up his debts, earned money in advance for his theological education at Andover, and afterward became one of the most honored of our American missionaries, and the author of the well-known work on "Ancient and Modern India."



H. Humphrey.

CHAPTER IV.

PRESIDENT HUMPHREY'S ADMINISTRATION, FROM 1823 TO 1825—STRUGGLE FOR THE CHARTER—LEGISLATIVE INVESTIGATION—FINAL SUCCESS—SEAL OF THE COLLEGE.

In July, 1823, Rev. Heman Humphrey was chosen to the presidency. His ministry of ten years in Fairfield, Connecticut, had been eminently useful and successful. He had now been nearly six years pastor of the church in Pittsfield, Massachusetts. His labors in both these places had been blessed with revivals of religion of great power. He was already recognized as a pioneer and leader in the cause of temperance. He was a zealous champion of orthodoxy, evangelical religion, Christian missions, and of all the distinctive principles of the founders of Amherst College. In recognition of his high standing as an able divine and an efficient pastor he had just received the honorary degree of Doctor of Divinity from Middlebury College. Although a Berkshire pastor, and a trustee of Williams College, he felt the force of the reasons for its removal, and when that plan was defeated by the action of the Legislature, he could not but sympathize with the high purpose and auspicious beginning of the institution at Amherst.

On the 15th of October, 1823, Dr. Humphrey was inducted into the presidency. It marks a characteristic of the institution, perhaps also of the age, that a

sermon was preached on the occasion. The preacher was Rev. Richard Salter Storrs, of Braintree, Massachusetts. "It was a discourse of scope, adaptation, eloquence, and power; in all respects of such engrossing interest as to make it no easy task for the speaker who should come after him. The wise sophomores entertained serious doubts whether the president could sustain himself in his inaugural. But this feeling soon subsided, and we were relieved of all our sophomoric fears and anxieties, as the president-elect, with a master's hand, opened the great subject of education—education physical, mental, and moral, holding his audience in unbroken stillness for perhaps an hour and a half. If we were captivated by the eloquent preacher, we were not less impressed with the teachings and philosophy of the man who was to guide our feet in the paths of literature, science, and heavenly wisdom. That discourse established in our minds his fitness for the position; at once he seized upon our confidence and esteem." [1]

Cool and impartial criticism, after the lapse of almost half a century, can but justify the admiration which President Humphrey's inaugural inspired in the minds of those who heard it. Perhaps nothing has ever proceeded from his pen which illustrates more perfectly the strong common sense, the practical wisdom, the sharp and clear Saxon style, the vigor of thought, fervor of passion and boldness, coupled sometimes with marvellous felicity of expression, and the healthy, hearty, robust tone of body,

[1] Manuscript letter of Hon. Lincoln Clark, of the class of '25.

soul, and spirit, which the Christian public for so many years admired and loved in Dr. Humphrey.[1]

The number of students at the time of Dr. Humphrey's accession to the presidency was nineteen seniors, twenty-nine juniors, forty-one sophomores, and thirty-seven freshmen—total, one hundred and twenty-six, of whom, we learn from the cover of the inaugural address, ninety-eight were hopefully pious. The faculty, at the commencement of the new administration, consisted of the same persons who were thus associated with President Moore, with the addition of Samuel M. Worcester as tutor. On the catalogue of the next year, published in November, 1824, we find the name of Rev. Nathan W. Fiske in place of Joseph Estabrook, as professor of the Latin and Greek languages; Samuel M. Worcester, teacher of languages and librarian; and Jacob Abbott, tutor—all names familiar afterwards as professors under the charter. The new president seems to have made no change in the studies of the senior class, except that Locke disappears from the list and Vincent's Catechism is definitely announced for every Saturday—a place which it continued to occupy through Dr. Humphrey's entire presidency. Instruction was also offered in the Hebrew, French and German languages, to such as wished it, for a reasonable compensation. The president was still the sole teacher of the senior class. He instructed them in rhetoric, logic, natural theology, the evidences of Chris-

[1] The writer will be pardoned for adding that he has a special and personal reason for an affectionate remembrance of this inaugural, since it was the reading of it in a distant state that brought him to Amherst College.

tianity, intellectual and moral philosophy, and political economy. He also presided at the weekly declamations in the chapel, and criticised the compositions of one or more of the classes. He preached on the Sabbath, occasionally, in the village church so long as the students worshipped there; and when a separate organization was deemed advisable, he became the pastor of the college church and preached every Sabbath to the congregation. He also sustained—from the first, I believe—a weekly religious lecture on Thursday evenings. He early drew up the first code of written and printed "Laws of the Collegiate Charity Institution," the original of which is still preserved in his own handwriting, and labored to introduce more perfect order and system into the still imperfectly organized seminary. At the same time he was compelled to take the lead in a perpetual struggle for raising funds and obtaining a charter.

Under such circumstances it is not surprising that Dr. Humphrey did not at once command the highest respect and veneration of the students in the chair of instruction. Accustomed to love and almost worship his predecessor, they very naturally drew comparisons to his disadvantage. Dr. Moore had been a teacher for the larger part of his life. Dr. Humphrey had no experience in the government or the instruction of a college. His strength at this time was in the pulpit and the pastoral office. The students also contrasted his plain manners, his distance and reserve, with the courtly air and winning address of his predecessor. Hence, while he enjoyed their respect as a man, their confidence as a Christian, and

their admiration as an eloquent preacher, as a teacher and a president he was not popular with his earlier classes.

A joke perpetrated about this time has taken its place as a classic among the most famous of Amherst stories, and deserves to be narrated here, not only as illustrative of Dr. Humphrey's character and administration, but because it proved a turning-point in his reputation. The story cannot be better told than in his own words: "One morning as I came into prayers, I found the chair preoccupied by a goose. She looked rather shabby to be sure, nevertheless it was a veritable goose. Strange as it may seem, she did not salute me with so much as a hiss for my unceremonious intrusion. It might be because I did not offer to take the chair. As anybody might venture to stand a few moments, even in such a presence, I carefully drew the chair up behind me as close as I safely could, went through the exercises, and the students retired in the usual orderly manner, not more than two or three, I believe, having noticed anything uncommon. In the course of the day it was reported, and as soon as they found out what had happened, they were highly excited and proposed calling a college meeting to express their indignation that such an insult had been offered by one of their number. The hour of evening prayers came, and at the close of the usual exercises I asked the young gentlemen to be seated a moment. I then stated what I had heard, and thanked them for the kind interest they had taken in the matter, told them it was just what I should expect from gentlemen of such high and honorable feelings, but begged them

not to give themselves the least trouble in the premises. 'You know,' I said, 'that the trustees have just been here to organize a college faculty. Their intention was to provide competent instructors in all the departments, so as to meet the capacity of every student. But it seems that one student was overlooked, and I am sure they will be glad to learn that he has promptly supplied the deficiency by choosing a goose for his tutor. *Par nobile fratrum.*'" The effect may well be imagined.

Rev. T. R. Cressey, of the class of 1828, writes: "The president's '*Par nobile fratrum*,' with its accompanying bow of dismissal, was instantly followed by a round of applause. And such shouts of derision as the boys raised while they went down those three flights of stairs, crying, 'Who is brother to the goose?' 'Who is brother to the goose?' The question was never answered. But from that hour presidential stock went up to a high figure, and never descended while I had any personal acquaintance with Amherst College."

We must now go back a little, and trace the efforts to obtain a charter from their beginning. The first application to the Legislature of Massachusetts for a charter was made in the winter session of 1823. The petition of President Moore was referred to a joint committee of the two houses on the 17th and 18th of January. On the 25th of January the committee reported that the petition be referred to the next General Court. But so far from being referred with the usual courtesy, the report was not accepted, and the petition was unceremoniously rejected by both houses, nearly all the members

voting against it, including the representative from Amherst.[1]

Such uncourteous and unreasonable opposition only increased the number and zeal of the friends of the college. Nothing daunted, they resolved to renew their application for a charter at the very next session. Accordingly in June, 1823, a petition was presented by Rev. Dr. Moore, Hon. John Hooker and others of the trustees of Amherst Academy, requesting that they might be invested with such corporate powers as are usually given to the trustees of colleges.

At the same session of the Legislature a memorial was presented from the subscribers of the charity fund, praying that the request of the trustees to be invested with corporate powers might be granted. The petition and memorial were referred to a joint committee from both houses of the Legislature. Of this committee, consisting of seven members, six agreed in a report in favor of the petitioners having leave to bring in a bill.

After listening to remarks by the chairman of the joint committee in favor of their report, without further discussion, the Senate voted on Monday, June 9th, to refer the consideration of the report to the

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[1] An old feud between the East and West Parishes, originating in party politics and personal animosities, extended its influence to the college. The Amherst representative in the winter session of 1823 was a member of the East Parish, and a "Democrat." The next two years the town was represented by a member of the West Parish, who voted for the charter. In this quarrel the East Street was familiarly called "Sodom," and the West "Mount Zion."

next session of the same General Court,[1] and on Tuesday the 10th, the House of Representatives concurred with the Senate in so referring it. Just fifteen days after, President Moore sickened, and, after an illness of only four days, died, his death being hastened, no doubt, if not caused, by repeated disappointments and delays in the incorporation of the college, and his toils and cares now devolved on his successor.

On Wednesday, the 21st of January, 1824, according to the vote of reference passed at the summer session, the report of the joint committee in favor of granting a charter came up in the Senate, and it was debated during the greater part of three days by twelve of the ablest members. The longest and one of the ablest speeches in behalf of the college was made by Hon. Samuel Hubbard, of Boston. He said that the objections against the charter, so far as he had learned, were four, all founded on local or petty considerations: First, that another college was not needed. Second, that Williams College would be injured. Third, that it was inexpedient to multiply colleges. Fourth, that the petitioners would ask for money. In answer to the first objection, he argued that there was a great want of men of education and piety and morals; and that this want was felt by the good people of the Commonwealth, as proved by their voluntary contributions to the institution at Amherst. "There is seldom an instance of a college being founded like this, by the voluntary

[1] At this time, the Massachusetts Legislature held two annual sessions, the summer session commencing in May, and the winter session commencing in January.

contributions of thousands. Out of the fifty colleges in England, there is not one but what was founded by an individual, except Christ College, in Oxford." In answer to the second objection, he pointed to the fact that the number of students at Williams College had increased from an average of sixty or seventy to one hundred and eighteen, and that of Amherst being one hundred and twenty-six, the two institutions contained more than three times the previous average at Williams. In reply to the third objection, he insisted, as many other senators did, that small colleges are better than large ones, and two hundred students can be governed and instructed much better than four hundred. In answer to the fourth objection, several preceding speakers had argued that granting the charter did not involve the necessity or the duty of giving money; but Mr. Hubbard said, "What if it does? Such grants do not impoverish the state. The liberal grants which have been made to Harvard and Williams are the highest honor of the state, and have redounded to the good of the people."

Meeting boldly and on high ground the prejudice against Amherst as an orthodox institution, Mr. Hubbard declared that "all that is great and good in our land sprang from orthodoxy. This spirit of orthodoxy animated the Pilgrims whom we delight to honor as our forefathers. It has founded all our colleges and is founded on a rock."

More than one of the speakers reminded the Senate that Amherst represented not only the orthodoxy, but the yeomanry of Massachusetts, and they must be prepared to give an account of their votes to the mass of the people. "If we refuse a charter," said Hon.

Mr. Fiske, "how are we when we leave this hall, how are we to face the mass of population who are interested in this college? They will say, 'You incorporate theaters, you incorporate hotels, you have incorporated a riding-school. Are you more accommodating to such institutions than to those which are designed to promote the great interests of literature, science, and religion?'"

"By refusing a charter," said Hon. Mr. Leland, "the great body of country citizens are wantonly deprived of the privilege of a college. Something more than the feelings of orthodoxy will be awakened. The people will feel that there is a disposition on the part of Government to maintain an aristocratic monopoly. And rely upon it, your next election will bring persons here who will acknowledge the rights of the people."

The vote was at length taken, on Friday, January 23d, and the question being on the acceptance of the report, giving leave to bring in a bill, twenty-two out of thirty-seven voted in the affirmative.

On Tuesday, January 27th, the subject was taken up in the House of Representatives, and debated with much earnestness on that and the three following days and then postponed till the next week. On Tuesday, February 3d, it was resumed, and further discussed, and the question being taken on concurring with the Senate, it was decided in the negative by a majority of nineteen votes out of one hundred and ninety-nine.

"So," said the editor of the "Boston Telegraph" (Gerard Hallock), "the House declined to incorporate the college. Although the result is not such as the

numerous friends of the college could have wished, it is certainly no discouraging circumstance that so great a change has taken place in the views of the Legislature on the subject, and especially in the views of the community. Let the same spirit go on for a few months longer, and the institution at Amherst will be, what it doubtless ought to be, a chartered college."

Grieved, but not disheartened by this result, the guardians and friends of the college resolved to renew the application and began at once the preparations for a third campaign. The first campaign document was an announcement of their intention to apply again to the Legislature for a charter, together with a concise statement of the reasons why such a petition ought to be granted. This document, signed by President Humphrey, and bearing date March 12, 1824, was published in more than thirty newspapers in all parts of the Commonwealth. And such was the sympathy manifested by the press, and such also the increase in the number of students, that a conundrum, started by the "Greenfield Gazette," went the rounds of the newspapers: "Why are the friends of Amherst College like the Hebrews in Egypt? Because the more they are oppressed, the more they multiply and prosper."

The petition of the trustees was backed by a petition of the founders and proprietors which was signed by about four-fifths of the subscribers to the charity fund. And these were further supported by more than thirty petitions from as many different towns, and signed by more than five hundred subscribers to other funds. In the Senate, the petition

was promptly referred to a committee of three, to be joined by the House. In the House an attempt was made to prevent even a reference. But after considerable discussion this was almost unanimously voted down, and a committee of four members was joined to that already appointed by the Senate, and all the petitions, together with a remonstrance from Williams College, were referred to this joint committee.

On Monday, May 31st, President Humphrey appeared before the joint committee, and, in the presence of a crowd of spectators, pleaded the cause of the petitioners in a speech which was as entertaining as it was unanswerable, and which Hon. Lewis Strong, of Northampton, a competent and impartial judge, pronounced to be probably the ablest speech which was made in the State House during that session of the Legislature. On the following day, after an examination of witnesses, Homer Bartlett, Esq., of Williamstown, appeared on the part of the opposition and spoke against the incorporation, and was followed by Hon. Mr. Davis, solicitor-general of the State, in an able and eloquent plea in favor of granting the charter. On Thursday, the committee reported that the petitioners have leave to bring in a bill. This report was brought before the Senate the same day, and accepted without any opposition. On Friday, the subject was taken up in the House, and, after considerable debate, assigned to eleven o'clock on Tuesday of the ensuing week. Thus the consideration of the matter was put off to within five days of the close of the session. When it came up again on Tuesday, a desperate effort was made to secure

first an indefinite postponement, and then a reference to the next session. Both these motions having been negatived by a large majority, the House adjourned to four o'clock in the afternoon, when an animated and earnest discussion ensued, which continued till a late hour in the evening, and was resumed at nine o'clock the next morning.[1] "It was strenuously argued in opposition, chiefly by members from Berkshire and our own neighborhood, that a third college was not wanted in Massachusetts; that according to our own showing, we had not funds to sustain a college; that nothing like the amount presented on paper would ever be realized; and that there was reason to believe that many of the subscriptions had been obtained by false representations."[2]

Under the influence of such suggestions a resolution was brought forward to refer the report of the joint committee, and all the papers relating to the subject, to a committee of five members with power to send for persons and papers, to sit at such time and place as they should deem expedient, and to inquire in substance, first, what reliable funds the institution had; second, what means had been resorted to by the petitioners, or by persons acting in their behalf, to procure subscriptions, and, third, what

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[1] One of the ablest advocates of the claims of the college, in this debate, was Bradford Sumner, Esq., of Boston, who was, I believe, a partner of Judge Hubbard, in the law. On the other side, Rev. Mr. Mason, of Northfield, a rum-selling and pugnacious Unitarian minister, read a speech an hour long, which was full of scorn about "orthodoxy," "hopeful piety," and "evangelizing the world."

[2] Dr. Humphrey's Historical Sketches.

methods had been adopted to obtain students; this committee to report to the House at its next session. After a warm discussion which lasted for three days, and when nearly sixty of the members had already gone to their homes, on the 10th of June, 1824, this resolution was adopted by a vote of one hundred and nine to eighty-nine, and the committee of investigation was appointed.

The committee, nominated by the chair, "were all intelligent, fair-minded men, but not one of them sympathized with us in our well-known orthodox religious opinions. This, we thought, might, unintentionally on their part, operate against us. But in the end it proved for our advantage." [1]

The investigating committee having given notice that they would meet at Boltwood's Hotel in Amherst, on Monday, the 4th of October, that was to be the scene of the next act in the drama, and this part of the story can not be better told than in the language of Dr. Humphrey, who was the chief actor in it.

"Rarely has there been a more thorough and searching investigation. All our books and papers were brought out and laid upon the table. Nothing was withheld. Every subscription, note, and obligation was carefully examined, and hardly anything passed without being protested by the able counsel against us. Colonel Graves, our principal agent in obtaining the subscriptions, was present and closely questioned. A lawyer who had been employed to look up testimony against us was there with the affidavits which he had industriously collected, and,

[1] Dr. Humphrey's Historical Sketches.

at his request, a large number of subpœnas were sent out to bring in dissatisfied subscribers. The trial lasted a fortnight. The room was crowded from day to day with anxious listeners. Were we to live or die? Were we to have a charter, or to be forever shut out from the sisterhood of colleges? That was the question, and it caused many sleepless nights in Amherst. Whatever might be the result, we cheerfully acknowledged that the committee had conducted the investigation with exemplary patience and perfect fairness. When the papers were all disposed of, the case was ably summed up by the counsel, and the committee adjourned.

"Many incidents occurred in the progress of the investigation which kept up the interest, and some of which were very amusing, but I have room for only two. Among our subscriptions there was a very long list, amounting to several hundred dollars, of sums under one dollar, and not a few of these by females and children under age. On these, it was obvious at a glance, there might be very considerable loss. This advantage against us could not escape gentlemen so astute as our learned opponents. It was reported, and I believe it was true, that they sat up nearly all night drawing off names and figuring, so as to be ready for the morning. Getting an inkling of what they were about, three of our trustees drew up an obligation, assuming the whole amount, whatever it might be, and had it in readiness to meet the expected report.[1] The morning came; the ses-

[1] A copy of this obligation is still preserved. The names of the trustees affixed are J. E. Trask, Nathaniel Smith, and John Fiske.

sion was opened; the parties were present; the gentlemen who had taken so much pains to astound the committee by their discovery were just about laying it on the table, when the obligation assuming the whole amount was laid on the table by one of the subscribers. I leave the reader to imagine the scene of disappointment on the one side and of suppressed cheering on the other. It turned out to be a fair money operation in our favor.

"The other incident was still more amusing. When the notes came up to pass the ordeal of inquiry and protest, one of a hundred dollars was produced from a gentleman in Danvers. 'Who is this Mr. P.?' demanded one of the lawyers. 'Who knows anything about his responsibility?' 'Will you let me look at that note, sir?' said Mr. S. V. S. Wilder, one of our trustees. After looking at it for a moment, taking a package of bank-bills from his pocket he said: 'Mr. Chairman, I will cash that note,' and laid down the money. It was not long before another note was protested in the same way. 'Let me look at it,' said Mr. Wilder. 'I will cash it, sir,' and he laid another bank-bill upon the table. By and by a third note was objected to. 'I will cash it, sir,' said Mr. Wilder, and was handing over the money when the chairman interposed: 'Sir, we did not come here to raise money for Amherst College,' and declined receiving it. How long Mr. Wilder's package would have held out I do not know, but the scene produced a lively sensation all around the board, and very few protests were offered afterwards.

"The appointment of this commission proved a real windfall to the institution. It gave the trus-

tees opportunity publicly to vindicate themselves against the aspersions which had been industriously cast upon them, and it constrained them to place the charity fund on a sure foundation. The investigation, to be sure, cost us some time and trouble, but it was worth more to us than a new subscription of ten thousand dollars." [1]

On the 8th of January, 1825, the question was called up in the House, and the report of the investigating committee was presented and read. After reporting the results of their investigations in the matters of fact referred to them, wherein they for the most part exonerate the trustees, officers, and agents of the institution of the charges against them, the committee said in conclusion: "The refusal of the Legislature to grant a college charter to Amherst will not, it is believed, prevent its progress. Whenever there is an opinion in the community that any portion of citizens are persecuted (whether this opinion is well or ill grounded) the public sympathies are directed to them; and instead of sinking under opposition they almost invariably flourish and gain new strength from opposition. Your committee are therefore of opinion that any further delay to the incorporation of the Amherst institution would very much increase the excitement which exists in the community on this subject, and have a tendency to interrupt those harmonious feelings which now prevail and prevent that union of action so essential to the just influence of the State."

[1] In these quotations from Dr. Humphrey, I have followed indiscriminately his Historical Sketches and his address in 1853, according as the one or the other was the more full and graphic.

After repeated consideration and adjournment, with protracted and earnest debate day after day in the House, the question of accepting the report of the committee and giving leave to bring in a bill was at length brought to a vote on the 28th of January, and the yeas and nays being ordered, it was decided in the affirmative by a vote of one hundred and fourteen to ninety-five. The next day, January 29th, the Senate concurred with the House. And on the 21st of February, 1825, the bill, having been variously amended, passed to be enacted in both branches of the Legislature, and having received the signature of the lieutenant-governor, Marcus Morton, on the same day, became a law. Thus, after a delay of three years and a half from the opening, and a struggle of more than two years from the time of the first petition, the institution at Amherst received a charter and was admitted to a name as well as a place among the colleges of Massachusetts.

The charter conferred upon the corporation the rights and privileges usually granted to the trustees of such institutions. Two or three provisions only were peculiar, and as such worthy of notice. The charter provides that the number of trustees shall never be greater than seventeen, and that the five vacancies which shall first happen in the board shall be filled as they occur by the joint ballots of the Legislature in convention of both houses; and whenever any person so chosen by the Legislature shall cease to be a member of the corporation, his place shall be filled in like manner, and so on forever. This provision, quite unprecedented in the history of Massachusetts charters, was not in the bill as first

reported, but was introduced as an amendment in the course of the discussion. It was as illiberal as it was unprecedented. It should be remembered, however, to the credit of subsequent Legislatures, that they usually appointed to such vacancies according to the nomination or the known wishes of the corporation, and in no instance filled them with persons obnoxious to the faculty and friends of the institution, and in 1874, the Legislature passed an act providing that the five trustees heretofore chosen by the Legislature shall hereafter be chosen by the graduates, subject to such rules, as may be adopted by the board of trustees and the alumni association. According to these rules, these trustees are chosen one every year and hold office for five years, thus providing for the continual infusion of fresh blood from the alumni into the corporation.

It was a glad day for Amherst when the charter was secured. President Humphrey and his associates, who had remained in Boston watching with intense anxiety the progress of the bill, returned home with light hearts. The messenger who first brought the news was taken from the stage and carried to the hotel by the citizens. The hotel, the college buildings, and the houses of the citizens were illuminated, and the village and the college alike were a scene of universal rejoicing.

On the 13th of April, the trustees under the charter held their first meeting in Amherst, organized the board and appointed the faculty. The first annual meeting of the board under the charter was held on the 22d of August, 1825, which was the Monday preceding commencement. At this meeting a code of

laws was established for the government of the college,[1] a system of by-laws adopted to regulate the proceedings of the trustees and their officers, and the organization of the faculty was changed by the establishment of new professorships and completed by the choice of additional professors. The salary of the president was fixed at twelve hundred dollars with the usual perquisites. The salaries of the professors, as they were voted at the first meeting of the board, varied from eight hundred dollars to six hundred dollars. At the annual meeting, those which had been voted at six hundred dollars were raised to seven hundred dollars.[2] Rev. Edward Hitchcock was chosen professor of chemistry and natural history, with a salary of seven hundred dollars and the privilege of being excused for one year from performing such duties of a professor as he might be unable to perform "on account of his want of full health." Mr. Jacob Abbott was appointed professor of mathematics and natural philosophy, with a salary of eight hundred dollars, "one hundred of which, however, are to be appropriated by him annually, with the advice of the other members of the faculty, toward making repairs and additions to the philosophical apparatus." Mr. Ebenezer S. Snell was

[1] These laws were essentially the same which had been previously established for the government of the Charity Institution. They seem to have been drawn up by Dr. Humphrey, in whose handwriting the original copy still exists.

[2] At the annual meeting in 1827, it was voted that the professors receive *each* a salary of eight hundred dollars: and, as a rule, the professors have ever since *all* received the *same* salary.

chosen tutor in mathematics with a salary of four hundred dollars.

It was now voted to confer the degree of Bachelor of Arts on "any young gentlemen who have previously received testimonials of their college course in this college." The same degree was then voted to be conferred on twenty-two young gentlemen of the senior class (1825) who had been recommended by the faculty.

The seal which was affixed to the diplomas was procured by the president and professors, to whom that duty was assigned by the trustees at their first meeting, and being approved and adopted by them at their first annual meeting, it has remained ever since the corporate seal of the college. The device is a sun and a Bible illuminating a globe by their united radiance, with the motto underneath: "*Terras Irradient.*" Around the whole run the words: "SIGILL. COLL. AMHERST. MASS. NOV. ANG. MDCCCXXV."

CHAPTER V.

A PERIOD OF RAPID GROWTH, 1825–36—FIRST SCIENTIFIC COURSE—THE CHAPEL BUILDING—UNSUCCESSFUL APPEALS TO THE LEGISLATURE—HOURS AND FINES—THE PRESIDENT'S HOUSE.

THE year which began in September, 1825, was the first entire collegiate year of Amherst College. With this year our history enters on a new epoch. The new organization of the faculty dates from this time, since not only the new officers now commenced the duties of their office, but those who had been members of the faculty before had hitherto served the college for their old salaries and in their old departments. The faculty at this time was constituted as follows: Rev. Heman Humphrey, D.D., president, professor of mental and moral philosophy and professor of divinity; Rev. Edward Hitchcock, A.M., professor of chemistry and natural history; Rev. Jonas King, A.M., professor of oriental literature; Rev. Nathan W. Fiske, A.M., professor of the Greek language and literature, and professor of belles-lettres; Rev. Solomon Peck, A.M., professor of the Hebrew and Latin languages and literature; Samuel M. Worcester, A.M., professor of rhetoric and oratory; Jacob Abbott, A.M., professor of mathematics and natural philosophy; Ebenezer S. Snell, A.M., tutor of mathematics. The first catalogue which bears the names of this faculty was printed

in October, 1825, by Carter & Adams, who established the first printing-press in the town in 1825. The catalogues, which had hitherto been printed abroad, were henceforth printed in Amherst.

On the catalogue for 1825, John Leland, Esq., appears as treasurer, and Rufus Graves as financier. In 1826 the constitution of the charity fund was so altered by the concurrent action of the board of trustees and the board of overseers in the manner provided for in article 13, that the office of financier of that fund and that of treasurer of the college could be united in one person; and from 1826 John Leland was both treasurer and financier till 1833, when Lucius Boltwood was appointed financier and John Leland retained the office of treasurer.

From one hundred and twenty-six, in 1823, the number of students increased, the next year, to one hundred and thirty-six; in 1825 it rose to one hundred and fifty-two, and from that time it went on increasing pretty regularly, with a slight ebb in 1830 and 1831, for a period of eleven years, till rising to its spring-tide in 1836, it reached an aggregate of two hundred and fifty-nine. For two years Amherst ranked above Harvard in the number of students, and was second only to Yale. Thus was the sentiment of the committee of investigation confirmed, that institutions almost always flourish under persecution whether apparent or real, and gain new strength from opposition.

If we inquire into the causes of this rapid and extraordinary growth of the college, the most obvious, and, for a time, the most powerful, was unquestionably the violent opposition which it encountered.

This brought it into immediate notice in Massachusetts. This soon made it known and conspicuous through the whole country. This enlisted the sympathy and support not only of those who held the same religious faith, but of all who love fair play and hate even the appearance of persecution. Local feeling, sectional jealousy, the envy of neighboring towns and of parishes in the same town, the interest of rival institutions, sectarian zeal and party spirit, hostility to orthodoxy and hatred of evangelical religion, all united to oppose the founding, the incorporation, and the endowment of the college; and the result was only to multiply its friends, increase the number of students, and swell the tide which bore it on to victory and prosperity.

In 1835, two years before the close of our period, Jonathan B. Condit and Edwards A. Park became professors. The former was connected with the college only three years, and the latter rendered the service of only one year and one term. At the resignation of Professor Park, in 1836, Professor Fiske was transferred from the Latin and Greek chair to that of intellectual and moral philosophy, and W. S. Tyler was chosen professor of the Latin, Greek, and Hebrew languages and literature.

The number of students was increased for a year or two by the introduction of a new course of study running parallel to the old.

This "parallel or equivalent course," as recommended by the faculty, differed from the old, first, in the prominence which was to be given to English literature; second, in the substitution of the modern for the ancient languages, particularly the French

and Spanish, and should room be found hereafter, German or Italian, or both, with particular attention to the literature in these rich and popular languages; third, in mechanical philosophy, by multiplying and varying the experiments so as to render the science more familiar and attractive; fourth, in chemistry and other kindred branches of physical science, by showing their application to the more useful arts and trades, to the cultivation of the soil, and to domestic economy; fifth, in a course of familiar lectures upon curious and labor-saving machines, upon bridges, locks, and aqueducts, and upon the different orders of architecture, with models for illustration; sixth, in natural history, by devoting more time to those branches which are now taught, and introducing others into the course; seventh, in modern history, especially the history of the Puritans, in connection with the civil and ecclesiastical history of our own country; eighth, in the elements of civil and political law, embracing the careful study of the American constitutions, to which may be added drawing and civil engineering.

Ancient history, geography, grammar, rhetoric, and oratory, mathematics, natural, intellectual and moral philosophy, anatomy, political economy and theology, according to the plan, were to be common to both courses. The requirements for admission were also to be the same for both courses, not excepting the present amount of Latin and Greek, and the faculty strenuously insisted that the new course should be fully "equivalent" to the old, that it should fill up as many years, should be carried on by as able instructors, should take as wide and ele-

vated a range, should require as great an amount of hard study or mental discipline, and should be rewarded by the same academic honors.

Besides the new parallel or equivalent course, the faculty earnestly recommended a new department for systematic instruction in the science of education, and they further suggested a department of theoretical and practical mechanics.

At a meeting of the board in December, 1826, they adopted the new system substantially as recommended by the faculty, and not long after the faculty drew up a plan of the studies, arranged in parallel columns wherever the two courses differed, and published it, together with other matter usually contained in the annual catalogue, and announced that this system was expected to go into operation at the beginning of the next ensuing collegiate year.

At the commencement of that year (1827–28) the whole number of students rose from one hundred and seventy to two hundred and nine, and the freshman class, which the previous year contained fifty-one, now numbered sixty-seven, of whom eighteen are set down on the catalogue as students "in modern languages." So far forth the experiment promised well. In regard to the number of students, it was at least a fair beginning. But now commenced the difficulties in the execution of the plan. These were found to be far greater than the trustees or the faculty had anticipated. The teacher of modern languages, a native of France, was not very successful in teaching, and was quite incapable of maintaining order in his class, so that the faculty were compelled to appoint one of the professors to

preside at his recitations. The professors and tutors on whom it devolved to give the additional instruction, although willing, as they declared in their report, "to take upon themselves additional burdens," had their hands full already with other duties, and found unexpected difficulties in organizing and conducting the new course of studies. The college was not sufficiently manned for the work it had undertaken, and was too poor to furnish an adequate faculty. Truth also probably requires the statement that the new course, which was the favorite scheme of one of the professors, was never very heartily adopted by the rest of the faculty, who, therefore, worked in and for it with far less courage and enthusiasm than they did in the studies of the old curriculum. Moreover they discovered, as the year advanced, that the new plan was not received by the public with so much favor as had been expected, that they had probably overestimated the popular demand for the modern languages and the physical sciences in collegiate education. The students of the new course were not slow to perceive all these facts. They soon discovered the fact, whatever might be the cause, that they were not obtaining an education which was in reality equivalent to that obtained by other students.

The next year, 1828, the freshman class fell back to fifty-two, just about the number of two years before; and of these so few wished, or particularly cared, to join the new course, that there was no division organized in the modern languages. Those who had entered the previous year, gradually fell back into the regular course. The catalogue for the

year 1828–29 retains no trace of the new plan, except the parallel columns of the old and new courses of studies. At their annual meeting in 1829, the trustees voted to dispense with the parallel course in admitting students hereafter, and made French one of the regular studies. At the same meeting, the professor who was the father of the scheme resigned his professorship. Thus not a vestige of the experiment remained, except that the class with which it was introduced graduated in 1831 the largest class that had ever left the institution. Thus ended the first attempt to introduce the modern languages and the physical sciences as an equivalent of the time-honored system of classical culture in our American colleges. The plan, as it was presented in the reports of the faculty, was exceedingly attractive and promising, and with ampler means and under more favorable circumstances might probably have been sustained and thus anticipated by half a century much of the success which now attends our elective courses.

With so large a number of students, and that number constantly and rapidly increasing, the officers of the college soon found the place too strait for them, and began very naturally to look about for more ample accommodations. The most immediate and pressing want was felt to be that of a more convenient and suitable place of worship. "When I entered upon my office, in 1823," says President Humphrey, "the students worshipped on the Sabbath in the old parish meeting-house on the hill. I soon found that the young men of the society felt themselves crowded by the students, and there were increasing symptoms from Sabbath to Sabbath of collision and disturbance.

I accordingly told the trustees that I thought it would be safest and best for us to withdraw and worship by ourselves in one of the college buildings till a chapel could be built for permanent occupancy. They authorized us to do so, and I have never doubted the expediency of the change on this and even more important grounds."[1]

The chief reason which the venerable ex-president in his "Historical Sketches" proceeds to urge in favor of a separate congregation and place of worship for students, is the greater appropriateness, directness, and impressiveness of the preaching which can thus be addressed to them. He deemed it a great loss of moral power to preach to students scattered among a large mixed congregation.

But the old chapel, laboratory, and lecture-room, and room for every other use, in the upper story of North College, could not long accommodate the growing number of students, even for morning and evening prayers, still less the congregation for Sabbath worship. The subject of a new chapel came before the board of trustees at their first meeting under the charter. They were encouraged to consider the subject and form some plans in respect to it by a legacy of some four thousand dollars or more which Adam Johnson of Pelham had left to the college for the express purpose of erecting such a building. But his will had been disallowed by the Judge of Probate, and an appeal from his decision was now pending in the Supreme Court. At this time, therefore, they only voted that in case the will should be

[1] Historical Sketches in manuscript.

established, the prudential committee be instructed to proceed with all convenient dispatch in the erection of a chapel building. They furthermore authorized that committee to borrow any further sum of money which they might deem requisite for that purpose, not exceeding six thousand dollars. "At the annual meeting in August, 1825, the call for a chapel and other public accommodations had become too urgent to be postponed without sacrificing the interests of the college. In this emergency the trustees could not hesitate. They saw but one course, and they promptly empowered the prudential committee to contract for the erection of a chapel building,"[1] and also a third college edifice, if they deemed it expedient, at the same time authorizing them to borrow such sums of money as might be necessary therefor, of the charity fund, of banks, or of individuals.

The work on the Chapel was commenced early in the spring of 1826, and so far completed in the course of the season that on the 28th of February, 1827, it was dedicated. Dr. Humphrey preached the dedication sermon. His text was: "Hitherto hath the Lord helped us." "Five years ago," he says, "there was one building for the accommodation of between fifty and sixty students; four years ago there were between ninety and a hundred young men here; one year ago, there were a hundred and fifty; and now there are a hundred and seventy. It is scarcely two years since the seminary was chartered, and yet I believe that in the number of under-

[1] Dr. Humphrey's dedication sermon.



THE CHAPEL AND DORMITORIES.

graduates it now holds the third or fourth rank in the long list of American colleges! God forbid that this statement should excite any but grateful emotions. It is meet that we should carefully look over this ground to-day, that the inscription may be indelibly engraved on our hearts—'Hitherto hath the Lord helped us.'"

Meanwhile the decision of the Judge of Probate had been reversed, and the will of Adam Johnson established by the Supreme Court and, at the annual meeting of the board in August, 1828, it was voted that in testimony of their grateful remembrance of his munificent donation, the apartment occupied as a chapel should forever be called Johnson Chapel, and that the President be requested to have the words, "Johnson Chapel," inserted in large and distinct characters over the middle door or principal entrance of the apartment.

Besides the chapel proper, the chapel building contained originally four recitation-rooms, a room for philosophical apparatus, and a cabinet for minerals on the lower floor, two recitation-rooms on the second floor, a library room on the third floor, and a laboratory in the basement. These recitation-rooms were named after the departments to which they were appropriated, for example, the Greek, Latin, mathematical or tablet[1] rooms on the first floor, and the rhetorical and theological rooms on the second, and they were far in advance of the recitation-rooms of the older colleges in size, beauty, and convenience. The college library was soon removed from the

[1] So called because the walls were covered with blackboards.

fourth story of North College to the room intended for it in the third story of the Chapel, and the room not being half filled by it, the remaining half, viz., the shelves on either side of the door, were for some time set apart respectively for the libraries of the Alexandrian and Athenian societies. When better accommodations were furnished many years later for the mineral cabinet, the recitation-rooms [1] of Prof. R. H. Mather and Prof. J. H. Seelye took the place of the tablet room, the old cabinet, and a part of the adjoining entry, and the rhetorical and theological rooms gave place to the small chapel. And when Williston Hall provided for the chemical department, the old laboratory, so long the scene of Professor Hitchcock's brilliant experiments and coruscations of genius, was given up to storage and other necessary but comparatively ignoble uses.

At the annual meeting of the trustees in August, 1827, it was voted that the prudential committee be directed to take immediate measures for erecting another college building for the accommodation of the students, similar to those already erected, and cause the same to be completed as soon as may be, provided that in their judgment a suitable site for such building can be obtained.

The site was soon selected, and before the commencement of another collegiate year, the building was completed so as to be occupied by students for

[1] Now occupied by Professor Richardson and Professor Montague. Professor Cowles now occupies the old mathematical room, so long the scene of Professor Snell's recitations and lectures. The lower story of the chapel building is now devoted entirely to ancient and modern languages (1894).

the year 1828–29. This new dormitory was better adapted to promote the health, comfort, and convenience of students, especially in its well-lighted and ventilated bed-rooms, and its ample closets, than either of the other buildings, and was perhaps a better dormitory, as being built on a better plan, than any that then existed in any other college. It had, however, the disadvantage of running east and west, instead of north and south, so that the rooms on the north side were never visited by the sun, and no such rooms are fit to be inhabited. Still it was for many years the favorite dormitory and its rooms were the first choice of members of the upper classes, not a few of whom, on their return to Amherst, look in vain for the North College of their day[1] as the centre of some of their most sacred associations. In the winter of 1857 it was destroyed by fire, and its site is now occupied by Williston Hall.

It was in connection with the site of North College that the process of grading the college grounds began, which, during so many years in the poverty of the college, was carried forward by the hands of the students, sometimes by individuals working out of study hours, and sometimes by a whole class volunteering to devote a half-day or a whole day to the work. Or, if the process began earlier, we now find it receiving a special and grateful recognition on the records of the trustees, who, at their annual meeting in August, 1827, "having noticed with much satisfaction the improvements made in the

[1] From 1828 to 1857, this was called North College, and the present North was called Middle College during the same period.

college grounds, and hearing that these were effected principally by the voluntary labors of the students," passed a vote expressing the "pleasure they felt in view of these self-denying and benevolent exertions to add to the beauty and convenience of the institution." The same enterprise and public spirit also gave birth soon after to a gymnasium in the grove, a bathing establishment at the well, and a college band, which, for many years, furnished music at exhibitions, commencements, and other public occasions.

During the summer term of 1828, the students, with the approbation of the faculty, organized a sort of interior government, supplementary to that of the faculty, and designed to secure more perfect order and quietness in the institution. A legislative body, called the "House of Students," enacted laws for the protection of the buildings, for the security of the grounds, for the better observance of study hours, and similar matters. Then a court, with a regularly organized bench, bar, and constabulary, enforced the execution of the laws, tried offenders in due form and process, and inflicted the penalties affixed to their violation. The plan worked smoothly and usefully for about two years, but at length a certain class of students grew restive under the restraints and penalties which were imposed; for

> None e'er felt the halter draw
> With good opinion of the law.

And in 1830, after a most animated, and on one side quite impassioned, discussion in the whole body of the students, a small majority of votes was obtained against it, and the system was abolished.

Our readers will see in the House of Students an anticipation of the later College Senate.

When the Chapel and North College were finished, the trustees found themselves deeply in debt. Indeed the college came into existence as a chartered institution with a debt of eighteen thousand dollars, the greater part of which, however, was liquidated by the thirty thousand dollar subscription. The erection of the Chapel added some eleven thousand dollars to the burden.[1] North College cost ten thousand dollars more. The purchase of the lot of land belonging to the estate of Dr. Parsons, on which the president's house and the library now stand, and the share taken in the new village church that the college might have a place to hold its commencements, swelled the sum still higher.

An effort was made to meet this indebtedness at the time by private subscriptions and donations,[2] but the amount raised in this way was not even sufficient to pay the bills for North College. For the remaining and now constantly increasing indebtedness, no resource seemed to be left but an appeal to the Legislature. The first application to the Legislature for pecuniary aid was made in the winter session of 1827. The petition signed by President Humphrey, in behalf of the trustees, sets forth the pressing necessities of the institution, and how they had arisen, asks nothing more than the means

[1] The building cost fifteen thousand dollars, four thousand of which was contributed by the Johnson legacy.

[2] It was in this effort that Rev. Mr. Vaill was first appointed agent of the college with a salary of eight hundred dollars, viz., at the annual meeting of the trustees in August, 1829.

of defraying the expenses already incurred for the accommodation of its increasing number of pupils, and such further aids and facilities for the communication of knowledge as are indispensable to its continued prosperity, and urges no claim except the unparalleled private munificence and individual efforts by which it has been sustained, and the duty devolved upon the Legislature by the constitution, and cheerfully discharged by them in reference to the other colleges of the state, to foster institutions of learning established by their authority, and governed in no small measure by trustees of their own choice. This petition was referred to a committee of both houses, who gave the petitioners a patient hearing, and manifested a willingness on their part to aid the college, but "they found the state of the public finances incompatible with such aid," and hence felt constrained to make an unfavorable report. This report was accepted by both houses, and there the matter rested for four years.

In the winter session of 1831, the trustees came before the General Court again with substantially the same petition, made more urgent by increasing necessities, but only to meet with substantially the same result. The committee, consisting of Messrs. Gray and Lincoln of Worcester, from the Senate, and Messrs. Baylie of Taunton, Marston of Newburyport, and Williams of Northampton, from the House, recognized the necessities of the institution, as also its merits and success. Indeed they made an admirable argument in favor of a grant, but, with a *non sequitur* which surprises the reader, they concluded with a recommendation that for the present, at least,

the grant shall be withheld. The last two sentences of their report read as follows: "The degree of public estimation which the college enjoys is evidenced by the unexampled success which has attended the exertions of its officers, and which has placed it, as regards the number of its pupils, in the third rank among the colleges of the United States. Your committee are not unmindful of the obligation which the constitution imposes on the Legislature to cherish and foster seminaries of learning, and if the present state of the treasury would justify it, they would not hesitate to recommend that a liberal endowment should be granted to Amherst; but under existing circumstances it is their opinion that the further consideration of the petition of Amherst College for pecuniary aid be referred to the first session of the next General Court." This report met the prompt acceptance of the Senate, and, on the same day, the concurrence of the House.

At the first session of the next General Court, which commenced in May, 1831, the petition of the trustees and the report of the committee of the last Legislature were referred to a joint committee, consisting of Messrs. Lincoln and Brooks, of the Senate, and Messrs. Huntington of Salem, Bowman of New Braintree, and Hayes of South Hadley, of the House, who were unanimously of the opinion that the public interest required that pecuniary aid be afforded to Amherst College, and submitted a resolve for that purpose. The resolve gave the college fifty thousand dollars in semi-annual instalments of two thousand five hundred dollars each, but, owing to the shortness of the summer session, the subject was again postponed.

The state being now in funds, it was not doubted that a grant would be obtained as soon as the General Court could have time to act deliberately upon the subject. Accordingly a new petition was drawn up by authority of the trustees and presented in January, 1832. It was referred to a highly respectable committee, who adopted substantially the favorable report of previous committees, and unanimously submitted the same resolve.

When their report came before the House for discussion in committee of the whole, the college was attacked with great acrimony on the one hand, and defended with distinguished magnanimity and ability on the other. Mr. Foster of Brimfield, Mr. Buckingham of Boston, Mr. Bliss of Springfield, and Mr. Calhoun of Springfield, who was a trustee and who was then speaker of the House, spoke ably and eloquently in the defence. Others desired to be heard on the same side. But the majority was impatient for "the question." The vote was taken. It went against the college with "fearful odds," and on motion of Mr. Sturgis of Boston the whole subject was indefinitely postponed. Thus, after a suspense of five years, during which they had obtained the favorable reports of four successive committees of the Legislature, were the hopes of the trustees blasted in a moment, and the debts of the college returned upon them with a weight which it was impossible any longer to sustain.

After this result no time was lost in calling a special meeting of the trustees to consider what was to be done in this critical emergency. The board met on the 6th of March. It was an anxious day,

and direction was sought of Him who had hitherto succored the college in all its perils. Letters full of hope and encouragement were read from influential friends in different parts of the State, urging them without delay to appeal to the public for the aid which the Legislature had so ungraciously refused. They accordingly resolved to make an immediate appeal to the friends of the college, asking for fifty thousand dollars as the least sum which would relieve it from debt and future embarrassment. A committee of their own body, consisting of the president, Hon. Samuel Lathrop and Hon. William B. Banister, was appointed to publish the appeal, and President Humphrey, Professor Fiske, Rev. Joseph Vaill, Rev. Sylvester Holmes of New Bedford, Rev. Calvin Hitchcock of Randolph, and Rev. Richard S. Storrs of Braintree, were appointed agents to solicit subscriptions.

The appeal met with a prompt and hearty response. The people of Amherst put their shoulders again to the wheel and raised three thousand dollars —they had given little short of twenty thousand dollars in money before. President Humphrey visited Boston the first week in April, and in a few days had raised a subscription of seven thousand dollars there. A subscription was started spontaneously among the Amherst alumni at Andover—fifty-seven out of one hundred and fifty-three students at Andover at this time were alumni of Amherst—and they in their poverty subscribed from ten to twenty-five dollars apiece.

Under the influence of such arguments and appeals, evangelical Christians through the State rallied to

its support with such cordial good will that we find them congratulating each other and the college on the rejection of its petition by the Legislature. At the commencement in August it was announced that thirty thousand dollars had been subscribed. It was feared that the remaining twenty thousand dollars would come with great difficulty, but the work went bravely on to its completion, and on the last day of the year, December 31, 1832, the news being received that the whole sum was made up and the subscription was complete, the students expressed their joy in the evening by ringing the bells and an illumination of the college buildings, thus celebrating with the beginning of a new year what they believed to be a new era in the history of the college.

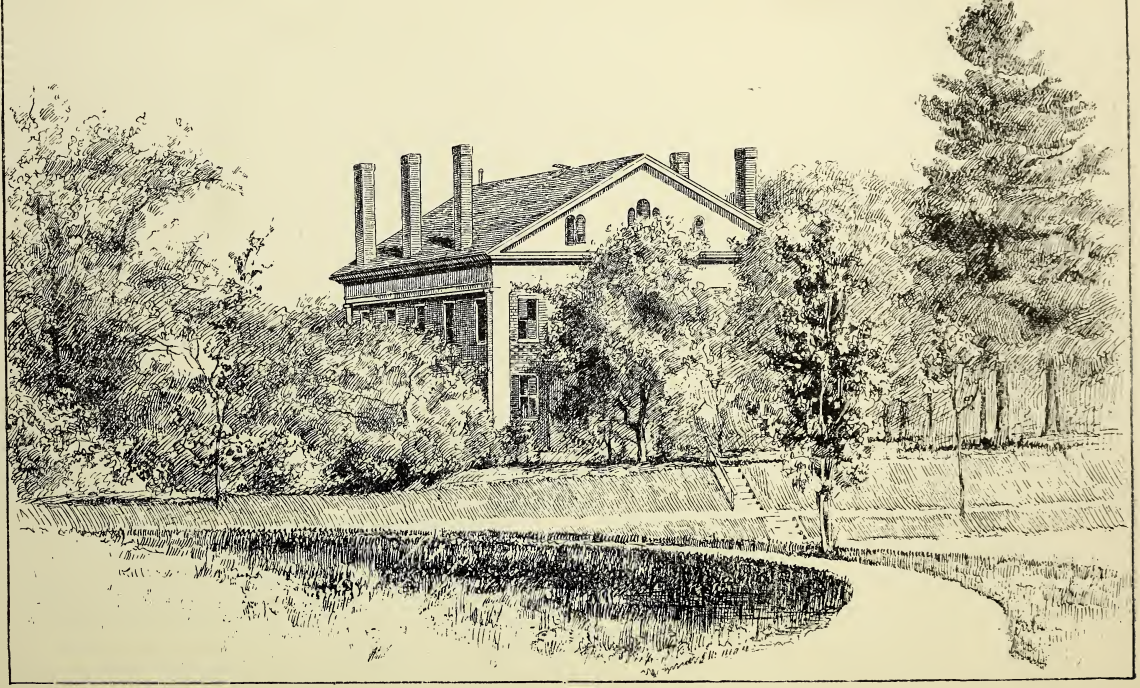
During the presidency of Dr. Moore, and the first ten years of Dr. Humphrey's administration, the old-fashioned system continued unchanged, according to which morning prayers and the morning recitation were not only held before breakfast, but were held at hours varying from month to month, sometimes changing almost from week to week, according to the season of the year, so as to bring the recitation at the earliest hour at which it could well be heard by daylight. The breakfast hour was thus very late in midwinter, and yet the light in cloudy weather was often very imperfect for the morning recitation. In 1833, by vote of the faculty, the bell for morning prayers was fixed at a quarter before five in summer and a quarter before six in winter. And this was done at the request of the students, a large majority of whom petitioned for the change. This fact

is worthy of note, as illustrating the character and spirit of the students at the time. And the arrangement of recitations and study hours, which was thus introduced, and which continued for many years, was, in some respects, preferable either to that which preceded, or to any which has followed it. The student's working day was thus divided into three nearly equal parts, in each of which two or three hours were set apart for study, and each period of study-hours was followed immediately by a recitation. Recitations at intervening and irregular hours were carefully avoided, and in order to avoid them, the tutors, and to some extent the professors, did not confine themselves to one department, but heard different divisions of the same class at the same hour,—in the morning perhaps in Greek, at noon in Latin, and in the afternoon in mathematics.

The observance of study-hours was enforced with much strictness by college pains and penalties, among which fines were perhaps the most frequent. This was the day when fines were in vogue in all the colleges, and when in Amherst College the system rose to its highest (or sank to its lowest) pitch of perfection. Fines were imposed for exercise or bathing in study-hours, for playing on a musical instrument, for firing a gun near the college buildings, for attending the village church without permission. In short, fines seem to have been the sovereign remedy for all the ills that the college was heir to. The records of the faculty in these days preserve the memory of fines imposed on students who now adorn some of the highest places at the bar, on the bench, and in the pulpit, to say nothing of the medical pro-

fession. This much at least may be said to the credit of the faculty, that they were impartial in their administration; for we find a vote recorded imposing a fine of fifty cents a week on any member of the faculty who should fail to visit every week the rooms of the students assigned him for such parochial visitation! But Professor Fiske entered his protest, and this vote was soon rescinded.

At the annual meeting of the trustees in 1832, a change in the vacations, which had been discussed at the two preceding annual meetings, was adopted, and went into effect the next collegiate year. The vacations had hitherto been four weeks from the fourth Wednesday of August (commencement), six weeks from the fourth Wednesday of December, and three weeks from the second Wednesday of May. They were now changed to six weeks from the fourth Wednesday of August, two weeks from the second Wednesday of January, and four weeks from the first Wednesday of May. The most important feature of the change was that the long vacation, which had hitherto been in the winter, was henceforth to be in the autumn. The new arrangement was ideally better, perhaps, both for officers and students, inasmuch as the autumn is the pleasanter season for recreation, and the winter more suitable and convenient for study. But it was quite unsuitable and inconvenient for that large class of students who had been accustomed to help themselves by teaching in the winter. The trustees provided that they might still be allowed to teach twelve weeks of each college year, including either of the three vacations, and it was hoped that they might find select



THE PRESIDENT'S HOUSE.

schools in the fall as remunerative as common schools in the winter. But the experiment proved unsuccessful, and, after a trial of eight years, in 1840 the college returned to a modified and improved plan, of which, however, the essential principle was a long winter vacation. This plan was gradually superseded by the present arrangement, which provides for a vacation of ten weeks in the summer.

At their annual meeting in 1833, the trustees voted to relinquish the old practice of having a forenoon and afternoon session at commencement, separated by the corporation dinner, and at the commencement in 1834 the new system of one session was introduced, which has ever since continued, to the entire satisfaction of all concerned.

In consequence of some sickness in the president's family, the impression prevailed that the president's house, which was built for Dr. Moore in 1821, was damp and unhealthy. At a special meeting of the board in October, 1833, the Trustees requested the prudential committee to ascertain how much of the recent fifty thousand dollar subscription would remain after the payment of the college debts, and in case there should prove to be a sufficient balance, they authorized the committee to make immediate arrangements for the erection of a new house, at an expense not exceeding five thousand dollars. On investigation, the prudential committee estimated that after discharging all debts there would be a balance in the treasury of about four thousand dollars, which, with the sum realized by the sale of the old house, would be sufficient to cover the expense of the new. They accordingly sold the old house for

two thousand five hundred dollars, and commenced the erection of a new one on land recently purchased of the Parsons estate, directly opposite the college edifices; and "during 1834 and 1835 the house was built, not by contract, but by day's work, and the consequence was that when the bills were all in they amounted to about nine thousand dollars."[1]

At the annual meeting of the trustees in 1834, they voted to appoint a special agent for the immediate collection of the balance of the fifty thousand dollar subscription, and directed the prudential committee "to proceed with all convenient dispatch to erect an additional college hall, provided they can procure funds for the purpose by donation, or by loan upon the security of a pledge of the building to be erected and its income, for the repayment." During the years 1835 and 1836, the process of grading the grounds in front of the existing edifices and preparing a site for a new hall at the south end of the row was commenced and carried forward at an expense of two or three thousand dollars. But the hall was not erected, doubtless for the very good reason that the funds could not be obtained, and the site was reserved for the erection of the Appleton Cabinet under more auspicious circumstances.

At the same meeting of the board (1834), the tuition was raised one dollar a term. At the annual

[1] Reminiscences of Amherst College, pp. 58, 59. Dr. Hitchcock not only complains of the amount of the bills for which, during Dr. Humphrey's absence in Europe, no one was willing to be responsible, but he declares his preference for the old house, especially in regard to its location. The old house is now owned and occupied by the Psi Upsilon Society.

meeting in 1836, there was a further addition of one dollar a term, thus making the tuition at this time eleven dollars a term, and thirty-three dollars a year. At the same time the salaries of the professors were increased from eight hundred dollars to one thousand, and a corresponding increase was made in the salary of the president. The tutors' salaries remained as they had been for a few years previous, viz., four hundred and fifty dollars. The last votes at the meeting, one or two of mere form excepted, were as follows: "Voted, that the prudential committee be directed, in view of the urgent necessities of the college, to apply to the Legislature of this Commonwealth at their next session for pecuniary aid. Voted, that should the application to the Legislature fail of success, or should it be deemed by the committee inexpedient to make such application, the prudential committee be further authorized to adopt any such measures as may by them be deemed expedient for procuring aid from such other sources as may seem to promise the desired relief."

The number of students at the close of the period now under review, that is, in 1836, was large, and the college was in a highly prosperous state. The faculty was strong and popular, the standard of scholarship, culture, and conduct was high, and not a few of the most distinguished names on our general catalogue are names of men who were graduated during these years.

CHAPTER VI.

PERIOD OF REACTION AND DECLINE—THE ANTI-SLAVERY AGITATION AND REBELLION OF STUDENTS—THREATENED BANKRUPTCY — PUBLIC DISFAVOR—RESIGNATION OF PRESIDENT HUMPHREY.

The largest aggregate number of students that Amherst College enrolled on its catalogue at any time previous to 1870–71 was in the collegiate year 1836–37, when the number was two hundred and fifty-nine. The next year, 1837–38, it had fallen to two hundred and six, and so it continued to decrease regularly, till in 1845–46 it was reduced to one hundred and eighteen, less than half the number nine years before.

The number entering college began to diminish some three years earlier. The largest number was in 1833–34, when there were eighty-five freshmen, and the whole number of admissions was one hundred and six. The next year, 1834–35, there were seventy freshmen, and the whole number of admissions was ninety-nine. From this time, the number entering college continued to decrease, till in 1843–44 the freshmen numbered only thirty-two, and the whole number of new members was only forty-two.

Some of the causes which produced this remarkable decline are sufficiently obvious. In the first place it was doubtless to some extent a natural reaction from the equally remarkable and almost equally rapid increase of numbers in the previous history of

the college. As the tide of prosperity had risen very fast and high, so it sank with corresponding rapidity to a proportionally low ebb. The growth had been unprecedented, abnormal, and not altogether healthy. The causes which produced it were in part temporary, and so far forth the effect could not be enduring. These causes had not indeed ceased to operate, but they had lost in a measure their pristine power. The first alarm, excited by the defection of Harvard College and the churches in that section, had in a measure subsided. Zeal for orthodoxy and evangelical piety was no longer at a white heat. The passion for missions and the education of ministers had somewhat cooled. Revivals were less frequent in the churches. The revivals which marked the twenty years between 1815 and 1835 had given birth to the college, and nourished it with a copious supply of young men recently converted and full of zeal for the work of the ministry and of missions. As revivals grew less frequent and powerful, one of the principal sources of the prosperity of Amherst College began to fail.

The growth of the institution had unavoidably changed somewhat its relations to the community around it. The people of the village were still friendly to the college, but they had ceased to regard it as their own offspring or foster-child; they could no longer welcome and cherish its two hundred and fifty students as pets or wards in their own families; the halcyon days of primitive and almost pastoral simplicity, when their apple-orchards and walnut-groves, their parlors and firesides, their homes and hearts were open to the members of the

college generally, almost as if they were their own sons, had gone never to return. Board was perhaps fifty per cent. higher than it was at the opening of the college. The influx of wealthy students, by changing the tastes and habits of the community, had increased in a still greater percentage the incidental and unnecessary expenses. The term-bills, including tuition and room-rent, which, at the first, were only ten or eleven dollars per term, had now risen to seventeen dollars, and the maximum of necessary college expenses, including board, fuel, and lights, which in 1834 was stated in the catalogue at ninety-six dollars a year, was estimated in 1837 at one hundred and fifty dollars. This was still considerably less than at Harvard or Yale, but the difference was less than it formerly was, and the expenses at Amherst were now greater than they were at some of the other New England colleges. Relatively the economy of an education at Amherst was considerably less than it had been, and economy is no small argument, especially with the class of students who flocked to Amherst in crowds in the earlier years of its history.

A still more important change had gradually come over the relations between the students and the faculty. The circumstances under which the college originated made its officers and students more like one great family than they were in the older and larger institutions, more so probably than they were in any other college. The government was truly a paternal government, and the students cherished a remarkably filial spirit toward the president and professors. But when Amherst came soon to

be the largest college in New England, with a single exception, when it contained more than two hundred and fifty students of all characters and habits, from all ranks and classes of the community, and from all parts of the United States, it was no longer practicable to maintain so familiar and confidential relations, it was no longer possible to administer the government in the same paternal way, it was no longer possible that the students should cherish just the same filial feeling and spirit toward the faculty. The men who composed the faculty might be the same, it was the same president and the same leading older professors, under whose auspices the college had attained so soon to so large a growth, that were now administering the government and giving the instruction; yet they could not but draw the reins a little tighter, they could not exercise the same personal supervision, the same fatherly watch and care over two hundred students which they had extended to one hundred. They were not the same students, they were not of the same age, class and condition in life; upon an average they were younger and richer and less religious when they entered now than they were ten or fifteen years earlier in the history of the college; but even if they had been the very same individual students, they could not come so near to their officers, nor stand in the same near and confidential relations, nor cherish quite the same feelings of personal regard and affection, as when they were fewer in number and were in some sense joint-founders of the institution. There are evils, difficulties, and dangers inevitably connected with a large college, as there are with a large board-

ing school, which almost preclude the possibility of its realizing the ideal of a college, or doing in the best way its whole and proper work; and among these the wall of separation which rises up between the faculty and the students is not the least.

Accidental circumstances about this time contributed to widen the breach. One of these was the anti-slavery excitement. This affected Amherst more than it did most of the Eastern colleges; for while it had an unusual number of Southern students between 1830 and 1840,[1] it had also a larger proportion than most of the colleges of that class of students who were strongly, and some of them violently, opposed to slavery. It was during this decennary, as our readers will remember, that the anti-slavery excitement, which temporarily subsided after the Missouri Compromise, broke out with fresh violence and agitated the whole country. The "Liberator," started in Boston by William Lloyd Garrison for the express purpose of agitating this question, was established in 1831; the New England Anti-Slavery Society (afterwards the Massachusetts) in 1832, and the American Anti-Slavery Society in 1833. In 1834, George Thompson came over from England and his clarion-like voice rang through the land, and in 1835 Mr. Garrison was dragged through the streets of Boston by an infuriated mob and saved from a violent death only by incarceration in the city jail.

[1] Among these were Benjamin M. Palmer of South Carolina and Stewart Robinson of Virginia, who became so conspicuous in the history of the late war. Mr. Palmer was a member of the class of '35, but graduated prematurely in his junior year. Mr. Robinson graduated with honor in the class of '36.

Such exciting scenes could not but deeply move the feelings of young men in our colleges and professional schools. It was under such circumstances that a colonization society and an anti-slavery society were formed among the students at Amherst, the latter in the summer of 1833, and the former a short time previous, perhaps not more than two or three weeks. Thus the college was divided as it were into two hostile camps, and the war raged as fiercely between these opposing forces in their classic halls as that between the Greeks and Trojans of which the young men read in the Iliad, and it lasted quite as long before it fully came to an end. The faculty seeing that fellow-students, and even Christian brethren, were thus set in hostile array against each other, feeling that the college was not founded to be a school of moral or political reform, and fearing that its reputation as well as its peace and prosperity might thus be endangered, at length interposed, and endeavored to persuade the members of both societies to dissolve their organizations. The members of the colonization society complied with this request. The members of the anti-slavery society returned answer that they could not conscientiously dissolve the society by their own act, begged the privilege of at least holding the monthly concert of prayer for the slave, and, if they must needs disband, prayed the faculty to do the work themselves. The faculty consented to their holding the monthly concert of prayer and the continued existence of the anti-slavery society on certain conditions, but after protracted deliberation and discussion the members of the society decided that they

could not conscientiously either disband the society or comply with the conditions for its continued existence. It only remained for the president, in behalf of the faculty, to say to them: "As you cannot comply with the conditions, your society must cease to exist."

It cannot be doubted that the anti-slavery excitement impaired somewhat the confidence and affection of a large portion of the students (and those the most ardent and earnest students of the college) for the faculty, and especially alienated some of the most zealous of them from the president, who was the organ of communication, and was regarded as the author of the policy that was pursued.[1]

But the opposition to the system of distinctive and honorary appointments in college, which sprang up about the same time, lasted longer and was still more unfortunate in its influence. As early as 1834, the junior class, under the influence of the dissatisfaction attendant as usual on the appointments for the junior exhibition, petitioned the trustees at their annual meeting to abolish the system. Upon this petition, the trustees voted, "That we think it inexpedient to make any alteration at present on the subject of said communication, but we recommend that the faculty correspond with the other colleges on this subject and obtain such information as may be communicated for such improvement hereafter as

[1] The anti-slavery men of this period were under the impression, right or wrong, that the sympathies of Professor Hitchcock were with them, although the act of suppression was communicated expressly as "the unanimous vote of the faculty."

occasion may require." At their annual meeting in 1836, a petition was again presented, signed by nearly, if not quite, all the members of the three upper classes, asking for the abolition "of the present system of appointments in this institution," and suggesting, instead, that "such a division and arrangement be made that all may have parts assigned them, and alike enjoy the benefits arising from such performances," or that "each of the three literary societies in college should be permitted to have an annual exhibition."[1] The action of the trustees upon this petition is thus entered on their records: "A petition having been presented to this board signed by numerous members of Amherst College, praying for the abolition of the system of appointments adopted in this college, Voted, that this board deem it inexpedient to make any change at present in the system provided for by the college laws on this subject."

Meanwhile the faculty began to be besieged by petitions from individual students asking to be excused from performing the parts assigned them on the ground of conscientious opposition to the system of honorary distinctions, and for a time the faculty granted these requests. At length it became apparent that there was, if not a conspiracy, a set purpose on the part of many students, some of them

[1] This petition is preserved in the college library. It is an immense document some five feet long and a foot and a half wide, bearing in bold and large hand the autograph signatures of men now distinguished in every walk of life, and reminding the reader in more ways than one of the original Declaration of Independence.

perhaps really conscientious, but others manifestly only disappointed in their own appointments, or otherwise disaffected, to break down the system, and that if they would have any exhibitions or commencements, they must insist upon the performance of the parts assigned for public occasions with the same firmness and on the same principles as they required the recitation of lessons or the performance of any other assigned duty. They therefore declined to excuse appointees simply on the ground of conscientious scruples without the assignment of some other reasons.

Among those who were excused in the summer of 1835 was one who had been appointed one of the prize speakers from the freshmen, and having requested to be excused "on grounds of conscience," his request was granted. Two years later, the same student received an appointment for the junior exhibition. Instead of performing the part assigned him, he sent in a paper to the faculty, in which he not only refused to perform, but expressed his refusal in disrespectful language, and after an ineffectual effort by the president to obtain a retraction, the faculty voted to require of him a written acknowledgment, under penalty, if he refused, of being removed from college.

The student refused to make the required acknowledgment, and was accordingly removed from college.

The entire class, with a single exception,[1] now

[1] David N. Coburn of Thompson, Conn., later Rev. Mr. Coburn of Monson, Massachusetts. At least one other member of the class, I believe, was not at college at the time and took no part in these transactions, viz. Edward Blodgett of Amherst, now Rev. Mr. Blodgett of Greenwich.

rallied to the support of their classmate and joined issue with the faculty by passing the following resolution and sending to Gorham's friends a letter to the same effect:

"Resolved by the junior class, June 24, 1837, that in our opinion William O. Gorham has made every concession which duty and justice require, and in refusing to concede more we heartily approve of his principles."

The next morning this resolution was found written or painted on the wall in front of the chapel, where it was read by all the students as they went in to morning prayers. The faculty were soon called together to consult in this emergency. They felt deeply that it was a solemn crisis for themselves and for the college. They began their consultation by asking counsel of God in prayer. After much anxious deliberation they came to the conclusion that such action by a class in college was subversive of all government, and that they must meet the issue with firmness or resign the helm into the hands of students. They therefore "voted to require a confession of all the members of the junior class who have taken measures inconsistent with their obligations to obey the laws of college." The confession is in the following words:

"It being an acknowledged principle that no student who is permitted to enjoy the privileges of a public literary institution, and who has promised obedience to its laws, has a right to do anything to weaken the hands of its faculty or in any way to nullify any of their disciplinary acts, I deeply regret that I did, without due consideration, vote for a reso-

lution and sign a paper which tended to both these results; and I hereby promise to abstain from all similar interference in the government of Amherst College."

The class hesitated and delayed, and it seemed for a time as if the whole class would refuse to sign the paper and be sent away. But by the interposition of Gorham's friends, who were also friends of the college, he was induced to sign the confession required of him with a trifling verbal alteration, and then his classmates promptly followed suit and signed the acknowledgment and promise required of them.

But the effect on the college was immediately disastrous. From this time, class after class went out with more or less of the spirit of disaffection and spread it through the community. Year after year too many of the graduates went forth, not to invite and attract students, but to turn them away by reporting that the government was arbitrary, the president stern, severe, unsympathizing, unprogressive, and even in his dotage,—although, as Dr. Hitchcock remarks,[1] his subsequent history shows that he was as well qualified, physically, intellectually, and spiritually, as he had ever been for the place,—and the professors, some of them at least, incapable, unpopular, and unfit for the office, although the work of instruction was never more ably or faithfully, never so assiduously and laboriously performed as at this very time.

The president was the self-same man under whose

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[1] Reminiscences of Amherst College, p. 124.

wise and able administration the college had risen to such unexampled prosperity. The professors were, for the most part, the same men under whose government and instruction the Institution had previously prospered, who, when the tide turned afterwards, were as popular as it often falls to the lot of faithful professors to be, and whose lives have become identified with the history of the college. It is not necessary to mention their names. The tutors of this period were some of the best scholars that have ever been graduated here. Not a few of them have since become distinguished as educators, authors, men of science, eloquent preachers, and able jurists. Six of them have been professors in this and other institutions, viz., Charles B. Adams, Thomas P. Field, John Humphrey, William A. Peabody, Roswell D. Hitchcock, and George B. Jewett. It was during this period that the Græca Majora was dropped from the curriculum, and Homer, Demosthenes, and the tragic poets began to be read continuously as entire books instead of extracts, and the Greek and Latin languages were for the first time taught analytically in their relation to each other and their cognate tongues and in the light of comparative philology. At this time, to wit, in 1837–38, the whole system of monitorial duties, excuses for absence, marks for merit and demerit, the merit roll, reports to parents, punishment of delinquents and honorary appointments, was revised, reformed, methodized, made at once more just and more efficient, and those principles and rules established which, not without amendment of course, but substantially, have regulated the practice of the

college in this important matter ever since. A circular letter was also prepared and sent to the parents of freshmen and other new students, which explained the temptations and dangers of college life, invited the co-operation of parents and friends, and thus contributed much towards a better understanding among all the parties concerned in the education and training of the college. Such a letter continued to be sent with good effect for many years after the emergency out of which it sprang had passed away. About the same time, a course of general lectures in the chapel on study, reading, literature, and college life was inaugurated, in which all the faculty in rotation bore a part, and which proved highly acceptable as well as useful to the students. In short, necessity proved the mother of invention and sharpened the wits of the faculty to discover and apply many new ways and means of promoting the welfare of the students, and, if possible, the prosperity of the college. These efforts, it is believed, were appreciated by the undergraduates, and they were quite contented and satisfied with the government and instruction of the college. But the spirit of disaffection was still spreading among the alumni, infecting some of the older as well as the younger graduates, and extending through the community; and the number of students still continued to decrease.

At length the feeling of discontent and dissatisfaction began to find expression through the press. The causes of the decline of the college were discussed in newspapers and pamphlets, and writers who were confessedly graduates and professedly friends of the institution, published to the world

that the alumni were dissatisfied with the management of the college, and it never would prosper without a thorough reform, not to say a complete revolution. Those were dark days for Amherst College—days of cruel trial and suffering for its officers. The trial of living on a half-salary a few years later was nothing in comparison. Some of them carried the sting of it to their dying day, and it still lingers in the memory of the survivors.

If the college had been rich and independent, it might have borne this trial. Indeed, if the college had been independent, it would have been saved the greater part of the trial, for complaints would then have been in a great measure silenced, and disaffection nipped in the bud. But "the destruction of the poor is their poverty." Poverty increased the disaffection itself as well as sharpened the sting of it, and the disaffection, by diminishing the number of students, increased the poverty of the college. For it had not at this time a single dollar of endowment,[1] and no college, however large or prosperous, receives for tuition one-half of what it costs. The two subscriptions which had already been raised, the one of thirty thousand and the other fifty thousand dollars, were immediately exhausted in the payment of debts and other unavoidable expenses. The college was, therefore, actually running in debt at the time of its largest prosperity, and the debt went on increasing as the number of students continued to diminish, till the outgoes exceeded the income by fully four thousand dollars a year.

[1] The Charity Fund went wholly for the support of beneficiaries.

Application was made to the Legislature for pecuniary aid in three successive years, viz., 1837, 1838, and 1839. In each instance a joint committee of both houses reported strongly in favor of the college, and recommended in 1837 a grant of twenty-five thousand dollars in ten annual instalments, in 1838 a grant of fifty thousand dollars, and in 1839 a reference to the next Legislature on the ground that there were then no funds in the treasury.

In 1837 and 1838 the bill failed, both years in the House, being rejected in the latter year by a vote of 154 nays to 132 yeas. It is worthy of note, as illustrating the change of public sentiment in Hampshire County in comparison with former Legislatures, that only one negative vote was now cast in the whole county. In 1839 the petition was referred to the next Legislature as recommended by the committee.

Despairing of aid from the state, the trustees soon conceived the project of raising one hundred thousand dollars by private subscription. This was thought to be the smallest sum that would relieve the college of existing embarrassments and leave a balance for endowments sufficient to make the income equal to expenditures. Rev. William Tyler, of South Hadley Falls, was first appointed an agent for obtaining subscriptions, and by his labors at different times during the years 1839 and 1840 some four or five thousand dollars were raised, chiefly in Amherst. At the annual meeting of the trustees in the latter year, it being thought that the shortening of the winter vacation had operated unfavorably by keeping away that class of students who were neces-

sitated to help themselves by teaching, the vacations were changed back again to six weeks in the winter, two in the spring, and four in the summer, the Commencement, however, being placed on the fourth Thursday of July instead of the fourth Wednesday of August. But the number of students still continued to diminish.

In 1841 the eyes of all turned to Rev. Joseph Vaill, who had already proved himself a firm support and a successful agent of the college in more than one emergency, as the only person who could successfully perform the herculean labor of raising the money which was indispensable to its very existence. He accepted the office of general agent to which he had been invited by the trustees at their annual meeting in 1841, with the same salary as the professors, was dismissed from his pastoral charge, removed to Amherst, and for nearly four years devoted himself to unwearied labors and plans for the external affairs and especially the pecuniary interests of the college. In August, 1845, he was able to report subscriptions, conditional and unconditional, to the amount of sixty-seven thousand dollars, of which over fifty-one thousand dollars had been collected by himself and paid into the treasury. By reckoning in ten thousand dollars, given during this time by David Sears, eleven thousand dollars known by him to have been bequeathed by will to the college during the same time, and fifteen thousand dollars which he had the written assurance of an individual's "full intention" to pay for the founding of a professorship, the sum of one hundred thousand dollars was made up, and this statement was so far satisfactory to the subscrib-

ers that the majority of those whose subscriptions had been conditioned on the raising of the entire sum of one hundred thousand dollars, now made them unconditional.

But deduct from the fifty-one thousand dollars which had been actually paid into the treasury by Mr. Vaill at the close of his agency in 1845, the debt which was reported to the Legislature as fifteen thousand dollars in 1838,[1] the excess of the outgoes above the income in the interval of seven years at the rate of three or four thousand dollars a year, and the salary and expenses of the agent, which exceeded four thousand dollars, and it will be seen that very little remained for endowments or even to counterbalance a future excess of expenses. And yet the annual expenses far exceeded the annual income, and the number of students still continued to diminish. Things could not long go on in this way. To raise money by subscription was only to throw it into a bottomless morass which must after all before long swallow up the institution. This was palpable to all eyes, and was uttered from the lips of many. The trustees felt it. They chose a standing committee of retrenchment. They reduced the number of tutors, formerly four, to one. With their consent, they deducted one hundred dollars each from the salary of the President and the general agent, and two hundred from that of each of the professors. But all this was quite inadequate. The college still continued to flounder and sink deeper in the mire. The general agent at length saw that the only ade-

[1] Twelve thousand dollars in 1839. No one seems to have known just what it was.

quate remedy was to bring the expenses within the revenue; and he laid before the faculty the suggestion, with an outline of the plan, which was adopted by them and ere long turned the tide in the opposite direction.

But before this remedy was tried or, perhaps, thought of, the clamor had become loud and distinct among the alumni and in the community for changes in the faculty, and a change of administration. The first officer who was sacrificed was Professor Fowler, a gentleman of much learning and many accomplishments, but "unpopular," and, as the students said, who certainly had the means of testing his capacity in this respect, unable to maintain order in his lectures, recitations, and rhetorical exercises. Under the double pressure of the clamor of graduates and the complaints of undergraduates, he resigned his professorship to the trustees, at a special meeting in December, 1842.

But this did not appease the clamor or meet the emergency. A more shining mark was aimed at. A more costly sacrifice was demanded. And at a special meeting of the corporation in Worcester, in January, 1844, with the trustees all present, under the pressure of the emergency, and doubtless in anticipation of the event, President Humphrey, in a letter which shows his rare magnanimity and self-sacrificing devotion to the "beloved institution with which he had been so long connected," tendered his resignation, to take effect whenever his successor should be ready to enter upon the office.

The trustees, constrained by a felt necessity and doubtless with sorrowing hearts, accepted the resig-

nation, and through a committee consisting of Mr. Calhoun, Dr. Nelson, and Dr. Alden, returned the following answer:

"Resolved, as the unanimous sense of this board, That Dr. Humphrey retires from the presidency of the college with our sincere respect and affection, which have been steadily increasing from the commencement of our mutual intercourse; that we express to him our gratitude for his invaluable services as the head of this institution, our highest regard for his character as a successful teacher, a faithful pastor, and a single-hearted Christian; that our prayers will accompany him, that his rich intellectual resources and his humble piety may still be devoted for years to come, as they have been for years past, to the welfare of his fellow-men; and that we invoke upon him the continued favor and blessing of Heaven.

"Resolved, That one thousand dollars be presented to Dr. Humphrey on his retirement, in addition to his regular salary."

The first gleam of sunshine from without which had rested upon the college for several years, dawned upon it in the darkness and sorrow of this meeting at Worcester, in the donation of ten thousand dollars by Hon. David Sears of Boston, which was the beginning of his munificent "Foundation of Literature and Benevolence," and not only the largest donation, but the first donation of any considerable magnitude that had ever been given at once by a single individual.

But the college was not yet lifted out of the mire. That was to be the result of many years of wise and patient self-denial and labor. Two vacancies in the

faculty had at length been created. Now began the more difficult task of filling them. At the same meeting in Worcester at which they had accepted the resignation of Dr. Humphrey, the trustees chose Prof. E. A. Park, of Andover, president, and reappointed Rev. J. B. Condit, of Portland, professor of rhetoric and oratory, together with the pastoral charge of the college church. But both of these gentlemen declined their appointments. At the next annual meeting in August, 1844, the trustees chose Rev. Prof. George Shepard, of Bangor, president, and Rev. Jonathan Leavitt, of Providence, professor of rhetoric and oratory, together with the pastoral charge of the college church. Professor Shepard declined the presidency. Rev. Mr. Leavitt so far accepted the professorship as to call a council to consider the question of his dismission; but the council declined to dismiss him simply because he did not press it, and it was generally understood that he did not press it because on visiting Amherst his heart failed him in view of the difficulties which beset the college.

At this meeting, Hon. William B. Banister and Hon. Alfred D. Foster resigned their places as members of the board. Henry Edwards, Esq., of Boston was elected in the place of Mr. Banister. At the urgent request of the board, Mr. Foster consented to withdraw his resignation. But a correspondence with Rev. Mr. Vaill about this time, and his conversations at a later day with Professor Hitchcock, show that he had little hope that the college could be maintained as anything more than an academy.

At a special meeting of the corporation in Amherst

in November, Rev. Aaron Warner was elected professor of rhetoric and oratory, with a salary of one thousand dollars.

At another special meeting at Amherst in December, the professors laid before the trustees the proposition, suggested probably by Mr. Vaill, that they would accept the income of the college, be the same more or less, in place of their salaries, and pay out of it also all the necessary running expenses of the college, on condition that they be allowed to regulate these expenses and run the college, and with the understanding that the agency for the solicitation of funds should cease, and with the expectation that Professor Hitchcock would be appointed president. The trustees accepted the proposition of the faculty as modified and set forth by themselves, and on this basis they elected Rev. Edward Hitchcock, LL.D., president and professor of natural theology and geology. In order to provide for the partial vacancy thus created in Professor Hitchcock's department, they at the same time elected Prof. Charles U. Shepard, of New Haven, professor of chemistry and natural history, "to take effect provided Professor Hitchcock accepts the presidency."

These appointments were all accepted, and on the 14th of April, 1845, the president-elect was inducted into his office, the retiring president, at the request of the trustees, performing the ceremony of induction and in due form handing over the keys to his successor, the former having previously delivered a farewell address, and the latter following with his inaugural. It would have been the personal preference of Dr. Humphrey to continue in office till com-

mencement, and thus at the close of the year and amid the concourse of alumni and friends usually convened on that occasion, to take leave of his "beloved college" and her sons, so many of whom loved and honored him as a father. But it was thought by friends of the "new departure" that the delay might embarrass the financial arrangement, and perhaps affect unfavorably the incoming class. And with characteristic magnanimity and self-abnegation, he hastened to put off the robes of office and with his own hands to put them upon his successor. In his farewell address he says: "The period having arrived, when, by the conditions of my resignation, I am to retire from the responsible post which I have occupied for twenty-two years, it was my wish silently to withdraw with many thanksgivings to God for his smiles upon the institution with which I have been so long connected, and fervent supplications for its future prosperity. But having been kindly and somewhat earnestly requested, by the standing committee of the board, to prepare an address for the present occasion, I have allowed myself to be overruled, I hope not for the first time, by a sense of public duty. It has been a maxim with me for more than forty years, that every man is bound to avail himself of all such opportunities for doing good as Providence may afford him, with but a subordinate regard to his own personal feelings or convenience."

He then proceeds to narrate concisely the history of the college from the beginning, especially its religious history, insisting with great earnestness and eloquence, as he did in his inaugural, on a truly Christian education in truly Christian col-

leges as the hope of the country, the church, and the world, and closes with devout aspirations, with almost apostolic benedictions on the college and its beloved church, its honored trustees and guardians, his respected and beloved associates in the immediate government and instruction, the beloved youth over whose morals, health, and education it had been his endeavor to watch with paternal solicitude, and the esteemed friend and brother to whom he resigned the chair, and with whom he had been so long and so happily associated. There is an almost tragic pathos and sublimity in these valedictory words and last acts in the public life of this great and good man. Few scenes in history, or the drama even, have in them more of the moral sublime. The sympathizing spectators hardly knew whether to weep over the sad necessities which environed the close of his administration or to admire and rejoice in the moral grandeur and Christian heroism of the man. And the feelings of the writer in narrating these events have been somewhat the same as those with which the disciples of Socrates listened to his last conversations, as Plato describes them in the Phaedon, "feelings not of pity, for they thought him more to be envied than pitied, nor yet of pleasure, such as they usually experienced when listening to his philosophical discourses, but a wonderful sort of emotion, a strange mixture of pleasure and grief, and a singular union and succession of smiles and tears."



Edward Hitchcock

CHAPTER VII.

PRESIDENCY OF DR. HITCHCOCK—THE FACULTY MANAGE THE FINANCES—FIRST FOUNDATIONS FOR PROFESSORSHIPS—NEW BUILDINGS—RESTORED PROSPERITY—DR. HITCHCOCK'S CHARACTER.

The presidency of Dr. Hitchcock opened with auspicious omens. The donation of Hon. David Sears, made the previous year (1844), was now just beginning to manifest its benignant influence, and, being the first large gift by an individual donor for the purpose of an endowment, gave promise of other donations for like purposes. On the very day of the new president's inauguration, Hon. Samuel Williston of Easthampton, by a donation of twenty thousand dollars, founded the Williston professorship of rhetoric and oratory. The plan for preventing any further increase of the debt which was formed before the retirement of President Humphrey, but was conditioned on the election of Dr. Hitchcock to the presidency, having received the sanction of the trustees and the written assent and co-operation of all the professors, went into effect at the commencement of the new administration. According to this plan, the income of the college, administered and appropriated by the permanent officers themselves with all the wisdom and economy of which they were masters, after deducting all the necessary current ex-

penses, was divided among them as their salary and means of support. This, while it ensured economy and inspired courage at home, enlisted sympathy and restored confidence abroad; and a series of measures followed which, during the less than ten years of Dr. Hitchcock's presidency, extinguished the debt, added an astronomical observatory, a library, and two cabinets of natural history to the public buildings, secured the permanent endowment of four professorships, together with valuable books and immense scientific collections, and doubled the number of undergraduates.

These remarkable results, however, were not to be reached at once, nor without a previous season of trial and struggle, of disappointment and discouragement. The immediate increase of numbers which was anticipated from a change of administration was not realized. On the contrary, the year 1845–46, which was the first collegiate year of the new presidency, opened with the same number of freshmen as the previous year, and with an aggregate of one hundred and eighteen students instead of one hundred and twenty-one. In 1846–47, the aggregate was only one hundred and twenty, and there was an increase of only one in the freshman class. Meanwhile there was no further addition to the funds, and the president was receiving for his salary at the rate of five hundred and fifty dollars, and each professor at the rate of four hundred and forty dollars a year. One at least of the trustees (one of the wisest and most honored, though not the most hopeful and courageous) was still doubtful whether it would not be wiser to turn the college into an academy (for a

good academy was better than a poor college); and what was still more discouraging and even alarming, some of the most influential students were so doubtful of the perpetuity of the institution that nothing but the personal solicitation of the president induced them to stay and graduate. No wonder if, under such circumstances, the president and professors were sometimes desponding, and the very lights sometimes seemed to burn blue at our faculty meetings!

We now resume the general history of the college.

Being in Cambridge at the inauguration of President Everett in January, 1846, Dr. Hitchcock improved the opportunity to call on Mr. Sears, in the hope of inducing him to erect a building for scientific purposes, which was greatly needed. But he met with so little encouragement that he told Hon. Josiah B. Woods of Enfield, with whom he fell in on his return, that he had made up his mind to two things: 1. To go back to Amherst and labor on for the college, as long as he could keep soul and body together; and 2. Never to ask anybody for another dollar! Mr. Woods told him that he was quite too much disheartened, and that he thought he could raise the whole or a part of the money needed for the erection of such a building. Thus did hope and relief spring from the very bosom of despair; for this was the beginning of the effort which resulted in the rearing on "Meeting-house Hill" of the Woods Cabinet and Lawrence Observatory. And the scientific reputation of Dr. Hitchcock, together with his self-sacrificing labors, and the self-denial of his colleagues, was the very fulcrum and standing

place (the πού στῶ of Archimedes) by means of which Mr. Woods raised the money. He went to Hon. Abbott Lawrence, and other men of like character and standing in Boston and Lowell, and told them it was a shame for such a man as Dr. Hitchcock, who stood at the very head of American savants, to toil and starve in Amherst. They were at first inclined to doubt whether Mr. Woods had not overrated Dr. Hitchcock's rank and reputation among men of science. But he quoted the authority of Mr. Lyell, whom he had heard say that the doctor knew more of geology and could tell it better than any other man he had met on this side of the Atlantic. "If you still doubt it, however," said Mr. Woods, "I will bring him down here, and you shall see for yourselves." It was with great difficulty that Dr. Hitchcock was induced to show himself under such circumstances. But he went down; these gentlemen saw him, and were charmed alike by his wisdom and his modesty. Hon. Abbott Lawrence subscribed one thousand dollars; the balance of the money was soon forthcoming; and by the removal of prejudice and the enlightening of the public mind in influential circles in and around Boston, the way was prepared for obtaining a grant from the Legislature.

Meanwhile, however, the president in his despondency and almost despair had discovered another and still richer mine. He gives the following account of it himself in his valedictory address:

"In the discouraging circumstances in which I was then placed, I came to the conclusion that I must resign my place. Yet I felt apprehension that in the condition of our funds no one worthy the

place would feel justified in assuming it. I therefore determined to make an effort to get a professorship endowed. And where was it more natural for me to look than to one who only a short time before had cheered us by the endowment of a professorship?

"It had become so common a remark among the officers of Amherst College, that if any respectable friend should give us fifty thousand dollars, we should attach his name to it, that I felt sure it would be done; and I recollected, too, the last words of Professor Fiske when he left us: 'Amherst College will be relieved; Mr. Williston, I think, will give it fifty thousand dollars, and you will put his name upon it.' I felt justified, therefore, in saying to him, that if his circumstances would allow him to come to our aid in this exigency by founding another professorship, I did not doubt this result was to follow. He gave me to understand that in his will a professorship was already endowed, and that he would make it available at once, if greatly needed. Nay, he offered to endow the half of another professorship, provided some one else would add the other half. But as to attaching his name to the college, he felt unwilling that I should attempt to fulfill that promise, certainly during his life.

"The half professorship thus offered was soon made a whole one by Samuel A. Hitchcock, Esq., of Brimfield. And, oh! what a load did these benefactions take from my mind! For several years, each returning commencement had seemed to me more like a funeral than a joyful anniversary, for I saw not how the downward progress of the college was to be arrested. But now, with the addition of thirty

thousand dollars to our funds, I began to hope that we might be saved. But the kindness of Providence had other developments in store for us.

"These events occurred in the winter of 1846,[1] while the Legislature of Massachusetts was in session. We had often appealed to them unsuccessfully for help; and I feared that, when the generous benefactions of individuals should be made public, we should seek in vain in that quarter for the aid which should in justice be given us. I therefore requested permission of the trustees, by letter, to make one more application to the government. They allowed me to do it, and the result was a donation from the state of twenty-five thousand dollars. The passage of the resolve met with less opposition than on former occasions. Perhaps the following incident, communicated to me by a member of the Legislature, may appear to the Christian to be connected with this fact:

"The bill for aiding Amherst College came up on Saturday, and met with strong and able opposition, so that its friends trembled for its fate. On Saturday evening, a few members of the Legislature were in the habit of meeting for prayer. That evening the bill for aiding the college formed the burden of conversation and of supplication, and each one agreed to make it the subject of private prayer on the Sabbath. Monday came, the bill was read; but to the amazement of these praying men, opposition had almost disappeared, and with a few remarks it was passed. How could they, how can we, avoid the conviction

[1] The writer must mean 1846–47. It was in 1847 that the grant was voted by the Legislature.

that prayer was the grand agency that smoothed the troubled waters, and gave the college the victory, after so many years of bitter opposition and defeat?"

It is hardly necessary to add, what Dr. Hitchcock believed as fully and insisted on as strenuously as any of us, that prayer, in this case, was accompanied by exertion, and faith by works; and "by work faith was made perfect." In proof of this, we have only to notice the rare, and not accidental, number of distinguished graduates and other friends of the college who were at that time members of the Legislature. Hon. Wiliam B. Calhoun was president of the Senate. Among the senators, most of whom were friendly, it is not invidious to name Jonathan C. Perkins, an alumnus, and Joseph Avery, one of the founders and trustees of Mount Holyoke Seminary, as especial friends. In running the eye over a list of the members of the House of Representatives, we notice the names of Henry Edwards of Boston, Otis P. Lord of Salem, Alexander H. Bullock of Worcester, John Leland of Amherst, John Clary of Conway, Henry Morris of Springfield, and Ensign H. Kellogg of Pittsfield. Mr. Woods, who watched the bill pretty closely, said that to no one in the Senate was the college more indebted than to Hon. C. B. Rising, one of the senators from Hampshire County, who, when it was proposed unceremoniously to reject the petition, rose and spoke manfully and ably in defense of the institution.

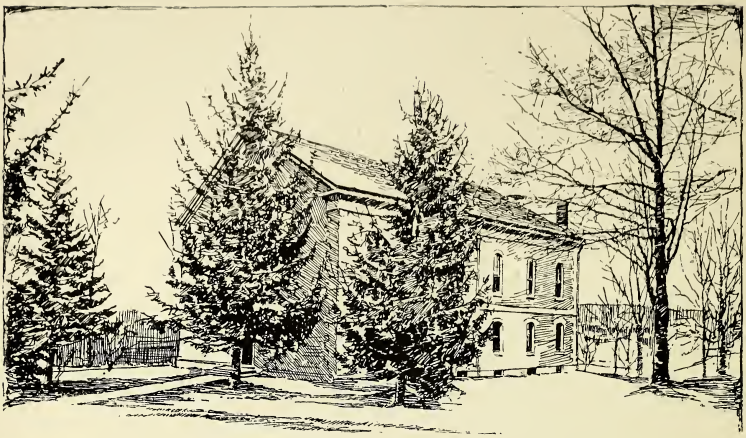
In 1847, Hon. David Sears also made an addition, large, liberal, and unique, to the Sears Foundation of Literature and Benevolence. By what considerations he was influenced may be seen from his letter,

which was read at the dedication of the Woods Cabinet and the celebration which was connected with it: "While the benefactors of the college are thus honored," says he, "the faculty of the college should come in for their share of gratitude. I have been a silent, but not inattentive observer of them. I have been informed of their devotion to their literary labors, of their self-denials, of their voluntary surrender of a part of their moderate salaries, reserving only enough for a bare subsistence, to relieve the college in its necessity. Such disinterested zeal stands out brightly, and merits an honorable record."

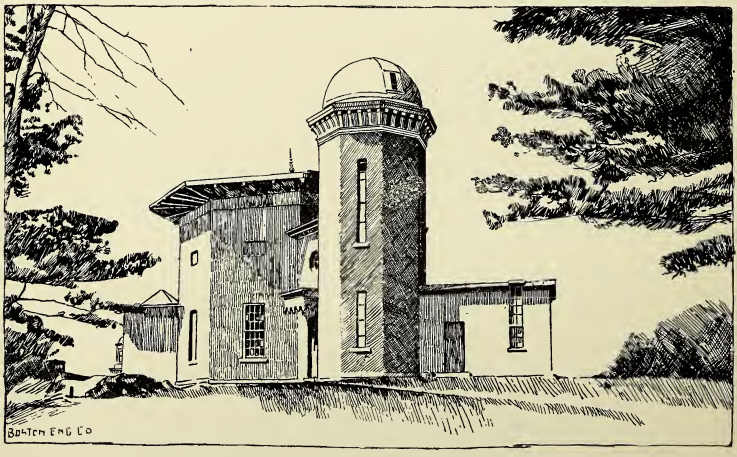
While money was thus flowing in from individual donors and from the treasury of the state, Professor Adams presented to the college his great zoölogical collection, and Professor Shepard offered to deposit his splendid cabinet as soon as a fireproof building could be erected suitable to receive it.

"See now," says Dr. Hitchcock as he reviews this period in his Reminiscences, "see how altered was the condition of the college! More than one hundred thousand dollars had flowed in upon it in endowments and buildings in a little more than two years, as follows:

Williston Professorship of Rhetoric and Oratory, .	$20,000
Graves Professorship of the Greek Language and Literature, ...	20,000
Hitchcock Professorship of Natural Theology and Geology, ...	22,000
Donation from the State, ...	25,000
Sears Foundation, ...	12,000
The Woods Cabinet and Observatory, . . .	9,000
	$108,000



THE BARRETT GYMNASIUM.



WOODS CABINET AND OBSERVATORY.

"Along with the pecuniary aid there came also a rich profusion of specimens, either presented or on deposit, whose value is poorly expressed in money. If only half their present value, we must add from thirty-five to forty thousand dollars to the above sum. Was it enthusiasm in me to speak of the change as follows: 'Our debts were cancelled and available funds enough left to enable us to go on with economy from year to year and with increased means of instruction. The incubus that had so long rested upon us was removed; the cord that had well-nigh throttled us was cut asunder, and the depletion of our life-blood was arrested. Those only who have passed through such a season of discouragement and weakness can realize with what gratitude to God and our benefactors we went on with our work.'

"The great additions to our fund, made in the latter part of 1846 and the first part of 1847, were not made public till after a special meeting of the trustees, which took place July 6, 1847. This was the most delightful trustee meeting I had ever attended. Those venerable men, Drs. Fiske, Packard, Vaill, Ely, Ide, William B. Calhoun, and John Tappan, George Grennell, Alfred Foster, Samuel Williston, Linus Child, David Mack, Ebenezer Alden, and Henry Edwards, whom Dr. Humphrey and myself had so often met with a discouraging story of debt and an empty treasury, were now for the first time to be told of God's wonderful goodness in turning our captivity and answering their long-continued and earnest prayers. They were to have a little respite, before they died, from the incessant demands upon their beneficence and labors with which they had ever been

met. It was a matter of high gratification to see how happy they were in their subsequent visits to Amherst, to see how everything was altered for the better as the fruit of their long toil, and sacrifice, and prayers."

The chief business of this meeting of the trustees was the appropriation of the newly received grants and donations, and the naming of the new buildings and professorships. The first appropriation was for the payment of the debt, then amounting to twelve thousand four hundred and sixty-five dollars, for this was the sore and heavy burden, and Mr. Sears had wisely made it a condition of his donations that the college must pay its debts before it could receive the full benefit of his foundation. The debt was paid partly from the funds of the college and partly from the grant of the state. The remainder of the twenty-five thousand dollars granted by the state was appropriated to the endowment of the Massachusetts professorship of chemistry and natural history. The term bills were reduced from forty-eight to forty-two dollars a year, and it was voted to remit the full amount of the regular term bills to indigent students preparing for the Christian ministry. The new cabinet received the name of Hon. Josiah B. Woods, and the observatory that of Hon. Abbott Lawrence. The professorship of natural theology and geology, endowed by Hon. Samuel Williston and Samuel A. Hitchcock, Esq., was named from the latter; the professorship of Greek and Hebrew, endowed by Mr. Williston, was named the Graves Professorship, with a double reference to the maiden name of Mrs. Williston and to Colonel Graves, one of the founders; and a new professorship of Latin and

French, temporarily endowed, was called the Moore Professorship, in honor of the first president. Arrangements were made for making up in full the deficient salaries of the president and professors, and the sum of twelve hundred dollars was appropriated for repairs and placing blinds upon the college edifices.

No man ever knew better than Dr. Hitchcock how to make the most of any success in the way of public impressions. The placing of blinds upon the windows of the dormitory buildings was a stroke of policy for impression on the students, equal to Napoleon's gilding the dome of the Invalides for dazzling the eyes of the Parisians, although under very different circumstances. Not less suited to please students was his policy of making to them the first formal and public announcement of all these donations and the action of the trustees. The scene is thus described in the Reminiscences: "The meeting closed in the afternoon, and as the students were yet ignorant of the whole matter in which I knew they felt a deep interest, I took the opportunity at evening prayers to read the votes, and I shall never forget the scene that followed. At first they did not seem to comprehend the matter, and they gave no demonstration of their feelings, especially as two of the trustees were present. But as the successive announcements came out, they could not restrain their feelings and began to clap, and by the time the last vote was read, the clapping was tremendous, and when they were dismissed and had reached the outer door of the chapel, they stopped and the cheering was long and loud."

At the annual meeting of the trustees in August,

1847, they appointed "a committee to consider in what manner we should testify our gratitude to God and our benefactors, in view of recent favors to the college." They reported that, "at such time as the president and professors shall regard as suitable, a public meeting be held in Amherst, with an invitation to the friends and benefactors of the college to be present, and that Hon. William B. Calhoun be requested to deliver an address on the occasion." The meeting was deferred till June 28, 1848, in order to connect with it the dedication of the new cabinet and observatory, which would not be finished and filled with specimens at an earlier date. The occasion was one of deep interest. The president's address of welcome was in the same strain of wonder and gratitude to God and our benefactors which we have seen in the foregoing pages. Mr. Calhoun in his address of commemoration and dedication said: "The waning fortunes of this institution have for years brought to our hearts gloom, despondency, almost despair. Heaven again beams upon us with blessings. To Heaven let us not cease to offer the incense of thanksgiving. We render our thankfulness and gratitude to all our benefactors. We leave behind us the night of gloom through which we have passed. We receive the college into the fellowship of new and animated hopes. The massive structures upon which are inscribed the names of the generous donors, rising up in the midst of this landscape, these hills and valleys of unsurpassed grandeur and beauty, are now dedicated to the cause of science and truth. Long, ever may they stand thus dedicated. Here may science remain tributary to virtue, freedom, religion. Here may

there be inscribed on all these walls and in every heart, *Christo et Ecclesiæ.*"

In response to the call and remarks of President Hitchcock, brief addresses were made by Governor Armstrong, Mr. Woods, Mr. Williston, Professor Silliman, Professor Shepard, Professor Redfield, and President Wheeler, and letters were read from ex-President Humphrey, Prof. B. B. Edwards, Mr. Sears, Mr. Lawrence, Mr. Gerard Hallock, and others. It was a day of great rejoicing, and in the name of all who participated in this festival of joy and gratitude, in the name especially of the generous donors whose benefactions were thus celebrated, and whose names are inscribed upon those walls and tablets, the writer of this history here enters his public protest against any hasty or needless removal of these buildings. Dedicated to science and religion, and inscribed with the names of the generous donors, we can not but say with the distinguished orator of the day, "Long, ever may they stand, thus dedicated, and thus inscribed."

At the dedication of the observatory, President Hitchcock remarked: "We should be very faithless and ungrateful to doubt that the same Providence which has done so much for us the past year will send us a fitting telescope if it is best for us to have one, and send it, too, just at the right time." In his valedictory address he was able to say: "This prediction, through the liberality of Hon. Rufus Bullock, has been fulfilled, and a noble telescope has just been placed in yonder dome, which, through the great skill and indefatigable industry of Alvan Clark, Esq., who has constructed it, is one of the

finest instruments of its size that ever graced an observatory. In the hands of Mr. Clark it has already introduced to the astronomic world two new double stars never before recognized—one of which is probably binary."

After the first three years of his administration, having already succeeded beyond his most sanguine hopes in relieving the college from debt, and established it on a solid pecuniary foundation, while at the same time he saw it increasing in numbers, and enjoying a literary and religious prosperity corresponding with its financial condition, President Hitchcock might well have said, "Now lettest Thou Thy servant depart in peace." He now began to press upon the trustees a wish to retire from the presidency. But instead of listening to his suggestion, they pressed him to recuperate his health and spirits by a tour in Europe, and in the spring of 1850 he and Mrs. Hitchcock reluctantly set out on their journey. He travelled through Great Britain, France, Belgium, Switzerland, and a portion of Germany; explored the geology of those countries, examined the agricultural schools, in the discharge of a commission unexpectedly received from the government of Massachusetts; visited and studied the scientific collections, the galleries, and museums; observed with equal interest the natural features and the moral and religious aspects of the countries; attended the meeting of the British Association for the Advancement of Science at Edinburgh, and the Peace Congress at Frankfort-on-the-Main, and returned home, "having been absent one hundred and fifty-eight days, and travelled ten thousand six hundred

and forty-seven miles" (these details are characteristic), and having expended for himself and wife less than two hundred dollars over and above what he received from the government and from individuals with whom he travelled, or fell in, and who insisted on defraying portions of his expenses. On reaching Amherst, he was received at the entrance of the town by the students, who gave him an enthusiastic welcome, and in the evening expressed their joy by an illumination of the college buildings.

Encouraged by the Sears foundation, a portion of whose income was restricted to the purchase of books, by a liberal donation from George Merriam, Esq., of Springfield, and by an informal meeting of a few friends of the college in Salem (Judges Perkins and Huntington, and Richard P. Waters, Esq.), Professor Edwards brought the subject before the trustees at their annual meeting in 1850, and they authorized an immediate effort to procure means for erecting a library, and increasing the number of books. Professor Edwards was chairman of the committee on whom this duty was devolved. The work of raising the money was commenced by Professor Tyler, who started a subscription (where subscriptions in behalf of the college have most frequently taken their start) in the town of Amherst. Three thousand dollars were raised on the spot before any effort was made elsewhere. Another thousand was raised in the vicinity, chiefly in the neighboring churches. Mr. Merriam had already given his pledge of fifteen hundred dollars. Mr. Williston, who, in this as in all the other efforts in behalf of the college, was the largest benefactor, stood ready with a donation of three thousand

dollars. But the larger and more difficult part of the work was done by Mr. George B. Jewett, who, when he commenced it, was a teacher of a private school in Salem, but soon after was made professor of Latin and modern languages. Among the largest subscriptions out of Amherst were those of David Sears and Jonathan Phillips of Boston. When the sum of fifteen thousand dollars was procured, ten thousand was devoted to the building, and the remainder to the purchase of books. The building was planned by the same architect as the cabinet and observatory (Mr. Sykes). It was begun in 1852, and finished in 1853. Professor Edwards, alas, did not live to see it completed. His friend, Professor Park, had the melancholy satisfaction of delivering an address at the dedication. The erection of this building, which now contains only the reading room, the committee room, and the working rooms of the present library, introduced a new era in the architecture on the college hill. Hitherto brick had been the sole material. The library, according to the suggestion of Professor Edwards, was of stone, thus inaugurating what might be called the age of granite. And it was scarcely less a new epoch in regard to the new books that were placed on the shelves, and the new facilities which were now afforded for reading and study.

At a special meeting of the trustees at Amherst, October 11, 1852, they established a scientific department, designed to meet the wants of graduates who wish to pursue particular branches of science and literature beyond the regular four years' course, and of other young men who desire to study some subjects without joining the regular classes. This

department grew naturally out of the rich and extensive cabinets and the valuable laboratory which the college possessed, together with the rare cluster of scientific professors gathered here under the auspices and guidance of a scientific president. As adopted by the corporation and published in the catalogue for 1852–53, the department comprised nine branches, which were to be taught chiefly by the regular professors of the ordinary college course (although two or three other gentlemen resident in the town were called in to supplement deficiencies), as follows: 1. Geology by the President; 2. Mathematics, Natural Philosophy, and Engineering by Professor Snell; 3. Chemistry by Professor Clark; 4. Agriculture by Rev. J. A. Nash; 5. Mineralogy by Professor Shepard; 6. Zoölogy by Professor Adams; 7. Botany, without any special professor; 8. Psychology and History of Philosophy by Professor Haven; 9. Philology by Professors Tyler and Jewett, and English Literature by Professor Warner. The department was to be entirely independent of the regular college course, but students were to be allowed to attend any of the regular courses of lectures.

The plan went into operation in January, 1853. In 1853–54, there were twelve scientific students; in 1854–55, there were seventeen; in 1855–56, there were none reported, and in 1857–58, the plan drops out of the catalogue. In the triennial, only seven men are recorded as having so completed the course as to receive the degree of bachelor of science.

This experiment differed from that of the "parallel course" twenty years previous in that the scientific

department was entirely independent of the regular college course, instead of being parallel and incorporated with it, and, not professing to be an equivalent for it, did not confer the same academic degree. But it came to nearly the same issue, and that partly, if not chiefly, for the same reasons. The work of instruction was devolved almost entirely on the professors in the regular course, who already had as many duties and responsibilities on their hands as they could faithfully and successfully discharge. More money and more men were requisite to make it a success, and even with these the older institutions in or near the large cities have the advantage over Amherst in regard to purely scientific, as also in regard to professional, education. The practical lesson of these experiments seems to be, let Amherst adhere to her original and proper work, the educational work of a New England Christian college.

At the annual meeting of the trustees in August, 1853, President Hitchcock offered to make a donation to the college of his collection of fossil foot-marks, valued by Professor Shepard at thirty-five hundred dollars, on condition that the friends of the college would raise five or six hundred dollars for the increase of the collection, and the trustees would make the necessary arrangements for the permanent exhibition of it in the geological cabinet. Before the offer was made, the first condition had already been met through the agency of Dr. Hitchcock himself. Of course the trustees were not slow to comply with the second condition, and thus the Doctor's private ichnological cabinet became the property of the college, just as his mineralogical and geological cab-

inets had been given to the college, fifteen years previously, on very similar conditions. These cabinets are now of inestimable value, especially the ichnological, which is, perhaps, the choicest and richest of the kind in the world, and so, besides attracting thousands of ordinary visitors every year, has made Amherst a kind of Mecca to geologists and savants of all nations. It would have been easy, and perhaps perfectly right, for Dr. Hitchcock to have kept it in his own hands, increasing it constantly by purchase and exchange and leaving it as his private property. But that was not his way. It was characteristic of him rather to give it to the college, without imposing any other conditions, except such as would make it more valuable and useful.

At the same time Mr. Edward Hitchcock, Jr., presented to the college his collection of Indian relics, the fruit of half a dozen years' industry, and then consisting of seven hundred and twenty-one specimens, stipulating only that the collection should be placed in suitable cases, and should never be merged with any other collection. Thus was the foundation laid for the Gilbert Museum of Indian Relics.

At a special meeting of the trustees at Amherst, November 21, 1853, Professor Aaron Warner resigned the professorship of rhetoric and oratory, and Rev. Thomas P. Field, then pastor of a Presbyterian church in Troy, N. Y., was elected to fill the vacancy. Three days after this meeting of the corporation, President Hitchcock addressed a letter "to the Hon. Nathan Appleton and other executors of the will of the late Hon. Samuel Appleton," rehearsing the donation and growth of the zoölogical collections of Professor

Adams, describing the history and value of his own collection of fossil foot-marks, which he further enforced by the testimonies of Dr. Gould and Professor Agassiz, explaining the inconvenience, the utter inadequacy, and also the insecurity of the rooms in which these collections were now deposited, and modestly inquiring whether the erection of a suitable building to receive and protect them all would not come within the scope of the liberal bequest of two hundred thousand dollars which Mr. Appleton left for the purposes of literature, science, and benevolence. For an entire year Dr. Hitchcock received no answer to this letter, and he had relinquished all hope that it would meet with any response.

Meanwhile his health and spirits, somewhat recruited by his foreign tour, had relapsed to such a degree that he felt he could no longer endure the burden of the presidency, and must insist on being relieved. With this view he summoned a special meeting of the trustees in Boston on the 11th of July, 1854, and there resigned his office into their hands, assigning as his only reason "the inadequacy of his health to sustain the labors, especially those pertaining to the government of the institution." It was voted "that the resignation of President Hitchcock be accepted, to take effect when a successor can be appointed, and that his services be retained in the professorship of natural theology and geology." At the annual meeting of the board, August 7, 1854, Rev. William A. Stearns was chosen president and professor of moral philosophy and Christian theology. On Tuesday evening, November 21, 1854, Dr. Stearns was installed pastor of the college

church by an ecclesiastical council of which Rev. Dr. Vaill was the moderator, and Rev. Dr. Blagden scribe. The sermon was preached by Rev. Dr. Leavitt of Providence. Dr. Hitchcock gave the charge to the pastor. The right hand of fellowship was presented by Rev. Mr. Paine of Holden, and an address made to the college by Rev. Dr. J. S. Clark of Boston. On Wednesday, November 22d, the inaugural services were held in the village church. After singing by the college choir and prayer by Rev. Dr. Clark, an historical address was delivered by the retiring president, including the ceremony of giving the college seal, charter, etc., as an act of induction to his successor, and closing with the announcement of a donation of ten thousand dollars to the college from the trustees of the late Samuel Appleton, for the erection of a cabinet of natural history. Dr. Hitchcock had relinquished all hope of such a donation. He had written his farewell address in this state of mind. After describing the rich zoölogical collections of Professor Adams with the testimonies of Professor Agassiz and Dr. Gould to their unequalled scientific value, he had written: "Yet this fine collection is spread into three apartments and is imminently exposed to fire. To secure a new building to receive it, with the still more exposed collection of fossil foot-marks, has long been with me an object of strong desire and effort; and it is among the deepest of my regrets, on leaving the presidency, that it remains unaccomplished."

"Thus had I written," he continues in the address as he delivered it, "thus had I written only a few days ago, and thus had I expected to leave this sub-

ject to-day. But a kind Providence has ordered otherwise. Last evening a letter was received, announcing the gratifying intelligence that the trustees under the will of the late Hon. Samuel Appleton of Boston had appropriated, only ten days ago, ten thousand dollars of the sum left by him for scientific and benevolent purposes to the erection of another cabinet—the Appleton Zoölogical Cabinet—by the side of the Woods cabinet on yonder hill." Thus he, who in his experiments in the chemical laboratory was always expecting to fail, but never did fail, was now successful beyond his most sanguine expectations, for as usual he had asked for the smallest sum that could possibly answer the purpose, and he received nearly twice as much as he asked; and the close of his administration was marked, like its beginning, by donations that surprised himself scarcely less than they delighted the friends of the institution.

Dr. Hitchcock's address was followed by a few beautiful and appropriate remarks from Col. A. H. Bullock of Worcester, communicating the doings of the trustees in reference to the aforesaid donation. Mr. Bullock's remarks on the reception of this gift were received with universal and hearty applause. Two or three degrees were conferred by the retiring president, among others one on Alvan Clark, Esq., of Cambridge, maker of the magnificent telescope recently presented to the college by Rufus Bullock, Esq., of Royalston, Mass. After a few minutes' recess, a Latin oration of a congratulatory character was delivered, according to appointment, by Hasket Derby, a member of the senior class. The closing

exercise was the inaugural address by the new president.[1]

If Dr. Humphrey was our Moses, the giver of our laws and institutions, Dr. Hitchcock was our Joshua, who led us into the promised land, conquered our enemies by making them friends, and gave us secure and permanent possession of houses that we did not build, vineyards and olive-yards that we planted not. It is not difficult to discern the distinctive features of this portion of our history. It was in many respects a new era, and that in no small measure the result of a new policy. It was the end—forever, let us hope—of living beyond our means and running in debt. Dr. Hitchcock had seen and suffered the effects of that process—some of the most impressive pages in his "Reminiscences"[2] are those in which he describes the Sisyphean labor which it imposed, and the fatal consequences to which it led; and he adopted at the outset the rule to which he rigidly adhered, and which he earnestly recommended to all public institutions, to erect no buildings and make no improvements until the funds were actually obtained.

It was the end of general subscriptions to meet current expenses. It was the beginning of endowments by large donations from individuals.[3] It was the beginning of grants by the state. It was the age

[1] See Discourses and Addresses at the Installation and Inauguration of the Rev. William A. Stearns, D.D., as President of Amherst College, and Pastor of the College Church.

[2] See pp. 122–24, 138–42.

[3] Mr. Sears' first donation was made before the close of Dr. Humphrey's presidency. But it came unsought, and was only such an exception as proves the rule.

of growth and expansion in cabinets, collections, and materials for the illustration of the physical sciences. Our archæological museums also owe their origin to this administration. At the same time—and this fact deserves the attention of those who may have supposed that Dr. Hitchcock was a one-sided president, and gave the institution growth and impulse only in one direction—it was the period in which the library building was erected, and new books were placed on the shelves of such a kind, and to such an extent, as to make it almost a new library.

Last, not least, it inaugurated the reign of comparative peace. From the commencement of Dr. Hitchcock's presidency, there was less of hostility abroad than there had ever been before, and more than for many years previous of peace, quietness, contentment, and satisfaction at home. This was partly the result of a change of time and circumstances, and partly of a more paternal, perhaps we might say fraternal, administration suited to the times. While he was true and faithful to the faculty and government under his predecessor, and bore with the spirit of a martyr the opprobrium and harm of measures and methods of discipline which he did not approve, it was no secret that he preferred a more conciliatory policy. During his own presidency, the majority of the faculty were often inclined to a more rigid discipline. And the trustees were unanimously of the opinion that, if the administration could be improved in any particular, it was by greater firmness and strictness in the enforcement of the laws. Yet President Hitchcock continued to the last to believe in and rely on moral suasion, and personal, social,

and Christian influence, as the sceptre of his power. Perhaps he had no more faith than his colleagues in the good sense, right disposition, and honorable purpose of the students, or in the goodness of human nature generally, for he was a firm believer in the doctrine of total depravity. But he certainly had less faith in the efficacy of the rod, either in family or college government. He could give as many reasons as Plutarch for "delay in the punishment of the wicked," and not the least among these was that therein he imitated the patience and forbearance of the Deity.

He magnified the civilizing and refining influence of the family upon students. He did not believe in the dormitory system.[1] If he had been called to establish a new institution, he would have had no dormitories. Having dormitories in Amherst College, he did all he could to counterbalance their evil influence. To this end, as well as for the increase of personal acquaintance and influence, he introduced the custom of inviting the freshmen, soon after entering college, to meet the families of the faculty and others from the village, at his own house; and although the sophomores sometimes surprised and grieved the good man by improving the opportunity to enter their rooms and turn them topsy-turvy, and perhaps pile up their beds in his own front yard, yet he never gave up his faith in the "freshman levee," or in the influence of cultivated Christian families in town over college students. In accordance with this same general idea, the senior levee, which under the presidency of Dr. Humphrey was only a col-

[1] Cf. Reminiscences of Amherst College, p. 143.

lation at the president's house at noon, immediately after the close of the senior examination, was at once changed by Dr. Hitchcock into a social party in the evening.

The professors and tutors who were associated with Dr. Hitchcock in the government and instruction were, for the most part, one with him in aim and spirit—some added much to the lustre of his presidency; and were he to write the history of his own administration, he would ascribe a large share of its success to their hearty and able co-operation. Aaron Warner, Nathan W. Fiske, Ebenezer S. Snell, Charles U. Shepard, William S. Tyler, Charles B. Adams, Henry B. Smith, William A. Peabody, Joseph Haven, George B. Jewett, William S. Clark, and Thomas P. Field, make up the entire list of the professors who at different times composed his faculty. The list of the tutors comprises Rowland Ayres, David Torrey, Lewis Green, Marshall Henshaw, Francis A. March, Albert Tolman, Leonard Humphrey, William Howland, Henry L. Edwards, William C. Dickinson, John M. Emerson, Samuel Fiske, George Howland, and John E. Sanford—with Lyman Coleman, Jabez B. Lyman, instructors; William B. Calhoun, James L. Merrick, and John A. Nash, nominally lecturers or instructors, and Lucius M. Boltwood, librarian.

Three of these professors died, still in office, during the presidency of Dr. Hitchcock. One of them was the ripe scholar and veteran professor who, almost at the beginning of that presidency, went up from the city where our Lord was crucified to walk the streets of the New Jerusalem. Professor Fiske

was an accurate and refined scholar, a deep thinker and clever reasoner, a powerful preacher, a patient and thorough teacher, an acute metaphysician, and a profound theologian, whom God did, and man did not, make a doctor of divinity. He was not a popular preacher. But no man has ever preached to the reason, the conscience, and the hearts of students in Amherst College with such overwhelming power as Professor Fiske, especially in times of deep religious interest. Another who seemed born for a collector and classifier of all facts in natural history, the youthful Aristotle of our lyceum, went to the West Indies partly for his health, but chiefly to enlarge his scientific collections, and there fell a sacrifice to his zeal for science when he had only just commenced his career of discovery, though he had already achieved more for his favorite studies than many a savant accomplishes in a long life.[1]

A third, scholarly and refined, full of hope and promise, had just entered his professorship, and just begun to inspire his class with his own enthusiasm for the language and literature of the old Romans, when he was suddenly stricken down by the destroyer.[2]

The value of Dr. Hitchcock's presidency to the institution can not be overestimated. His weight of character and his wise policy saved the college. Having accomplished the object for which he accepted the office, he resigned the command with far greater satisfaction than he took it, and fell back again into the ranks—rose again, let us rather say, for so he

[1] Prof. C. B. Adams.

[2] Prof. William A. Peabody.

viewed it, to those unclouded heights of science and religion on which he had before delighted to stand, but which now appeared to him more beautiful than ever as he looked back upon the region of clouds and storm through which he had passed. At the request of the trustees he retained the professorship of natural theology and geology. According to his own proposal, he received only half the usual salary of a professor. He held this professorship almost the same length of time as he had occupied the presidential chair, between nine and ten years. For some years he lectured on his favorite themes with his characteristic ardor bordering on enthusiasm. He delivered lectures before lyceums and addresses on public occasions. He revised his principal works and published new ones. The second edition of his "Religion of Geology," considerably enlarged, was issued in 1859; the thirty-first edition of his "Elementary Geology," re-written, appeared in 1860, and the third edition of the "Phenomena of the Seasons," with additions, in 1861. In 1859, the faculty and students presented him with a beautiful service of silver plate, which gratified him much as an expression of the gratitude and affection of those whom he had so tenderly loved and so faithfully served. The same year he was brought to the borders of the grave. Physicians and friends despaired of his life. If he had died then, the world would have said, it was a completed life. But not so heavenly wisdom. Before Heaven could say to him, "Servant of God, well done," he must live on through five more years of suffering, years of dying they almost seemed to him, still writing and publishing, still, like the aged Athe-

nian sage, learning many things, still interpreting nature and studying his own frame so fearfully and wonderfully made, still lecturing to his classes even after he was too feeble to go to them and therefore invited them to come to him, still making large and choice collections for his cabinets, still caring and planning for his beloved college, still toiling to enlarge the boundaries of science, still watching with jealousy his own heart, the spiritual condition of the college, and the interests of evangelical religion, all the while battling heroically with death and "him that has the power of death," and nobly illustrating the triumph of mind over matter, of faith and philosophy over all the powers of darkness even in the last extremity. All his life-time he had been more or less subject to bondage through constitutional depression and fear of death. But he died leaning his head on the Cross of Christ almost visibly present by his side, and wondering at the riches of redeeming and sustaining grace. At the time of his death, which was on the 27th of February, 1864, he had not quite reached the age of seventy-one. On the 2d of March, a great congregation, consisting of the faculty and students, trustees and alumni of the college, scientific men and clergymen from every part of the state, together with great numbers of people of all classes from Amherst and the neighboring towns, assembled in the village church to attend his funeral and thence followed the body to its last resting-place in the cemetery. The spot is now marked by a plain granite obelisk bearing, together with the dates of his birth and death, this simple and truthful inscription:

EDWARD HITCHCOCK,

PASTOR IN CONWAY,

PRESIDENT AND PROFESSOR IN AMHERST COLLEGE.

A LEADER IN SCIENCE,

A LOVER OF MAN,

A FRIEND OF GOD,

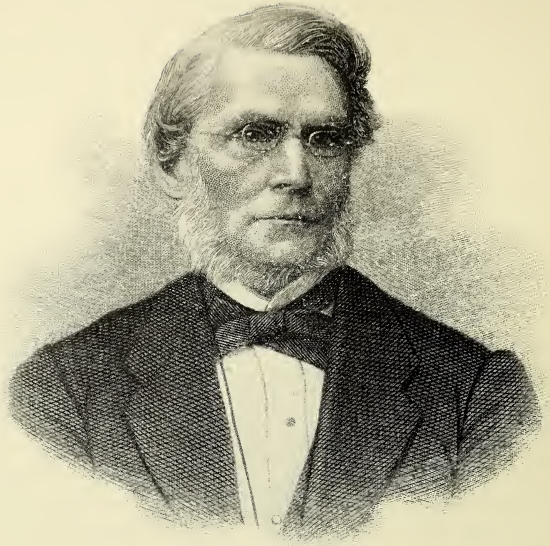
EVER ILLUSTRATING

"THE CROSS IN NATURE,

AND

NATURE IN THE CROSS."

But his best and most enduring monument is in his work in the college which he restored, and in the influence which he exerted upon the church and the world by his tongue and his pen, and through the life and character of his three or four thousand pupils. Nor can the history of Mount Holyoke Seminary, any more than that of Amherst College, be written without large reference to Dr. Hitchcock, of whose family Miss Lyon was a member when she was laying broad and deep her plans for founding it, and whose tongue and pen were among the chief organs for communicating those plans to the public. These two institutions will perpetuate his name and his influence so long as they faithfully represent that idea—science and religion—which was the motto of his life.



Wm A. Stearns.

CHAPTER VIII.

THE PRESIDENCY OF DR. STEARNS—SCHOLARSHIPS AND PRIZES—NEW BUILDINGS—THE COLLEGE CHURCH—THE BEGINNING OF THE SYSTEM FOR PHYSICAL EDUCATION—THE WALKER AND OTHER PROFESSORSHIPS—OPTIONAL COURSES.

President William Augustus Stearns was born in Bedford, Mass., March 17, 1805. His father, Rev. Samuel Stearns of Bedford, and both his grandfathers, were ministers of the gospel. His brothers are well known as distinguished teachers and preachers. He was prepared for college at Phillips Academy, Andover, and graduated with honor at Cambridge, in 1827, with such classmates as Professor Felton and Rev. Dr. Sweetser. He went through the full course of theological study at Andover, in the same class with Dr. Brainerd of Philadelphia, Dr. Joseph S. Clark, President Labaree, Professor Owen, and Professor Park—the class of '31. After teaching a short time at Duxbury, he was ordained December 14, 1831, pastor of the church at Cambridgeport, where he remained almost twenty-three years, honored and beloved by all his people as an able preacher and wise pastor, identified with the public schools of Cambridge, and greatly interested in Harvard University, and sustaining influential relations to the cause of education and religion in Boston and vicinity.

This brief general statement will suffice to show how different President Stearns's antecedents were from those of either of his predecessors, and how these, together with the breadth and balance of his character and his culture, qualified him to supplement and complete their work.

The inauguration of President Stearns, of which we have already given an account, took place on Wednesday, the 22d of November, 1854. After some graceful allusions to the origin and early history, the founders and former presidents of Amherst College, of which he expressed the highest appreciation though he himself was not an alumnus, and of which he asked to be accepted as a true son though by adoption, the inaugural address proceeds to define the end or aim of education, which is to produce in the person educated "the highest style of man," and then to discuss the most essential ways and means, physical, intellectual, moral, and religious, by which that end is to be accomplished. We shall see further on how not a few of the ideas which the president thus developed in his inaugural were realized under his administration. The key-note of the address is contained in the concluding sentences: "Young gentlemen, your highest attainment is the attainment of right relations toward God, and a concordance with the other harmonies of the universe. There is one great Central Life whose pulsations are beating through all created worlds. When in addition to a profound and brilliant scholarship, attended with high moral and social excellence, and wise physical self-control, you come into sympathy with this great Life, so that your spirit answers to that Spirit, as the pulsations of the

wrist keep time with those that are throbbing in your heart, then will you be truly educated, then will you have reached the highest order of man."

In the evening after the inauguration the students expressed their good will to the new president and their expectation of a prosperous and happy presidency by an illumination of the college edifices. "Welcome to President Stearns" was blazoned in letters of brilliant light across the entire front of Middle (now North) and South Colleges, and as he stood in front of Woods Cabinet, admiring the brilliant spectacle, they gathered spontaneously around him, extemporized an address of welcome through a member of the senior class, and drew from him a ready and hearty response.

It will be remembered that one pleasant incident of the exercises of inauguration day was the announcement of a liberal donation from the estate of Hon. Samuel Appleton, for the erection of a zoölogical and ichnological museum. President Hitchcock had made the request a year previous, and had given up all expectation that it would be granted. There is reason to believe that confidence in the wisdom of the new president conspired with admiration for the genius and science of his predecessor in securing the donation. However that may be, the time of the announcement was not accidental, and the donation, while it formed a brilliant and appropriate finale to the retiring administration, furnished also an auspicious omen for the incoming presidency. Nor did the omen prove fallacious. The Appleton gift was only the beginning of a succession of donations and bequests, which amount in the aggregate to nearly eight

hundred thousand dollars, and which mark the presidency of Dr. Stearns beyond even that of Dr. Hitchcock, as the period of large and liberal foundations.

Even the Legislature turned a comparatively willing ear to our petitions, and twice more opened, though not very wide and apparently for the last time, the treasury of the Commonwealth to supply the wants of Amherst College. The aid from the state in 1859 was granted the more readily doubtless because other institutions shared in it, and some of them more largely than Amherst College. The bill which became a law April 2, 1859, provided, that after a certain sum had been received into the state treasury from the sale of the Back Bay lands in Boston, one-half of the proceeds of subsequent sales should be added to the Massachusetts school fund, and the other half appropriated in certain proportions, as it accrued, to five institutions of learning in the Commonwealth, until the Museum of Comparative Zoölogy should have received an amount not exceeding one hundred thousand dollars; Tufts College, fifty thousand dollars; and Williams College, Amherst College, and the Wesleyan Academy at Wilbraham, twenty-five thousand dollars each. No part of these appropriations was to be paid, however, until satisfactory evidence had been furnished by each institution that it had raised an equal sum by subscription, or otherwise, from some other source. It was further provided in the bill, that each of the three colleges should establish three free scholarships. These conditions were promptly complied with on the part of Amherst College, and the first instalment of six thousand dollars and a little more was paid

over in September, 1861, and the remainder of the twenty-five thousand dollars in September, 1863. On the 27th of April, 1863, after repeated solicitations by Dr. Hitchcock in person, the Legislature made another special grant of two thousand five hundred dollars to the department of natural history. Here ends the history of grants from the state in aid of Amherst College. Two appropriations of twenty-five thousand dollars each and one of two thousand five hundred dollars—scarcely a third part of what the state has granted to Williams, and not a tithe of its donations to Harvard!

Of all the donations and bequests that have ever come to Amherst College those of Dr. W. J. Walker were the most surprising, because they came from so unforeseen and unexpected a source. A graduate of Harvard, and a resident of one of those cities in the vicinity of Cambridge whose property seems to be almost the birthright and inheritance of that university, Dr. Walker wished and intended to endow the medical department of his alma mater. Not finding her sufficiently facile and pliant to his wishes, he turned his attention to other colleges, and began to give to them with a liberality which was fitted and doubtless intended to show the authorities at Cambridge how much they had lost. One of these colleges was soon dropped from the list of his beneficiaries for a similar reason. President Stearns had the discernment to see the substantial excellence of Dr. Walker's ideas, and he had the wisdom to humor and guide his plans, instead of opposing or questioning them, and thus to enlist him more and more zealously in the service of the college. The result

was that he gave Amherst at different times and for different purposes one hundred thousand dollars in his life-time, drew in forty thousand dollars from other sources by making that the condition of his own donations, and left in his will a legacy, the annual income of which has averaged more than six thousand dollars. The condition just alluded to seemed at the time not only unfortunate, but impracticable and appalling. But thanks to the wisdom of President Stearns and the benevolence of the friends, chiefly old and tried friends of the college, the forty thousand dollars was raised. Messrs. Samuel Williston, Samuel A. Hitchcock, and James Smith, of Philadelphia, gave ten thousand dollars apiece, and Messrs. Alpheus Hardy, Henry Edwards, Ebenezer Alden, Moses H. Baldwin, and others made up the remaining ten thousand dollars, thus exhibiting a generosity the more praiseworthy and thankworthy, because their charities were to be merged in a "Walker Building Fund," and their own preferences were sacrificed for so great an interest of the institution.

The presidency of Dr. Stearns is emphatically the period of scholarships and prizes. Aside from the distribution of the income of the charity fund, which really constituted so many ministerial scholarships and is now actually called by that name, there was not a single scholarship in existence at the beginning of his administration. Eleazar Porter, Esq., of Hadley, has the honor of having established the first scholarship in Amherst College. This was in 1857. Before the close of the administration there were more than fifty scholarships over and above

those from the charity fund in the gift of the college, varying in annual income from forty to three hundred dollars each, and distributing each year over four thousand dollars among the students.

The only prizes that existed prior to the administration of President Stearns were those for elocution, and these had usually been merely nominal, and were paid out of the college treasury. The first regular prizes given by an individual for successive years were given by J. H. Sweetser, Esq., a former resident of Amherst then residing in New York city. These were given under the presidency of Dr. Hitchcock. In 1857 Hon. Alpheus Hardy of Boston established the Hardy prizes for improvement in extemporaneous speaking; and now we have some two thousand dollars distributed every year as prizes for excellence in nearly all of the several departments.

Of the twelve college edifices that stood on College Hill at the time of his death, six were added during the presidency of Dr. Stearns. And the style and character of these, as compared with the earlier buildings, is more remarkable than their number. The last three were built of stone, the Pelham or Monson granite, and the last two, at least, in a plan and style of architecture worthy of a material that is at once so rich and so enduring. The new college church alone cost as much as the whole five edifices that came down from previous administrations; and Walker Hall cost as much as all the other buildings on College Hill together, exclusive of the college church. It is scarcely an exaggeration to say that President Stearns found the college brick, and left it granite.

The first building erected after the accession of President Stearns was the Appleton Cabinet. This was built in 1855. The building committee consisted of Prof. Edward Hitchcock, Mr. Samuel Williston, and Prof. William S. Clark, and Mr. H. A. Sykes was the architect—the same under whose direction the Woods Cabinet and the library had been built. It was the preference of Dr. Hitchcock that this edifice should be placed on the west side of the Woods Cabinet, where the danger from fire would have been less, and where it would have been in convenient contiguity with the geological specimens. The building committee acceded to his views and wishes, and at first located it there, but their opinion was overruled by that of the Prudential Committee, on the ground that the appearance would be unsightly. Mr. Luke Sweetser, who for many years has been a resident member of the prudential committee, remonstrated with special earnestness against that location, and, in order to remove the chief argument in its favor, volunteered to put up a lecture-room as an appendage to the Woods Cabinet, if it could be done for a thousand dollars. This view prevailed, and the Appleton Cabinet was placed on the south wing of the dormitories, thus taking the place of a new South College, which had long been contemplated to balance the old North College, then on the site of Williston Hall, and the geological lecture-room was at the same time attached to the Woods Cabinet. Mr. Sweetser declined having his name affixed to it.

In 1857 the Woods Cabinet received another appendage in the Nineveh Gallery, which was erected by Enos Dickinson, Esq., of South Amherst, on "the


APPLETON CABINET

site of the old church, where for thirty years he had attended meeting, where he was baptized and made a profession of religion," and of which he remarked to Dr. Hitchcock, "that if he should desire to leave his name anywhere on earth, that would be the spot."[1] The building cost five hundred and sixty-seven dollars. It is a small room, but it is probably as large as that in the palace of Nimroud from which the sculptured slabs were taken. The contents cost some six hundred dollars. Their money value is at least as many thousands, and their value to the college as educators and as memorials is beyond calculation. The sculptured slabs, six in number, some of which now adorn the entrance to the college library, came from the palace of Sardanapalus; the seals, cylinders, and bricks from Nineveh and Babylon; the coins of gold, silver, and copper, a thousand in number, mostly ancient, and commencing with those of Alexander the Great, were all procured and sent at great labor and expense by Dr. Henry Lobdell, missionary to Assyria, of the class of '49, who, in December, 1854, made his sixth visit to Nimroud in order to dispatch the sculptures, and who died at Mosul, the site of ancient Nineveh, on the 25th day of March, 1855. For the gallery and its contents the college is indebted ultimately and entirely to the agency of Dr. Hitchcock, who encouraged Dr. Lobdell to send the specimens, raised the money to pay all the expenses, superintended the whole business, and in short manifested scarcely less interest in these footprints of former generations of men, than in the ichnolites of the pre-Adamic earth in his own cabinet.

[1] "Reminiscences of Amherst College."

The next public buildings were the result of a calamity which, as not unfrequently happens, proved a blessing in disguise. One cold and stormy night in the winter of 1857, when the northwest wind blew almost a hurricane and the thermometer was many degrees below zero, the old North College caught fire in a student's room. The occupants of the room and nearly all the occupants of the building were in attendance on the meetings of the literary societies in the Middle and South Colleges. Before they could give or get the alarm, the fire had progressed so far as to forbid even the attempt to extinguish it. All efforts were directed toward saving the other buildings. Had the wind been in the north or northeast, this would have been impossible. Being in the northwest the flames and burning fragments were for the most part driven to the eastward; otherwise, in spite of all exertions, Middle College must have taken fire, and to all human appearance the chapel, South College, and the newly-erected Appleton Cabinet would all have been swept away by the conflagration. By midnight or a little later, North College with no small portion of its contents—the furniture and books of students—had gone up in a whirlwind of flame or had been reduced to ashes. Such was the uproar of the elements that night that the writer in his own house in the edge of the village, not half a mile away, heard no alarm and knew nothing of the calamity till, early the next morning, he was summoned to a faculty meeting called for consultation in the emergency. When he arrived on the ground, nothing remained but the blackened brick walls enclosing a heap of smoking ruins. The fire



was an undoubted blessing in that it enlisted the sympathy of friends and ere long gave us two better buildings in its stead. The appeal of the faculty in behalf of the students, some of whom had lost everything but what they had on their persons, met with so prompt and hearty a response that ere long we issued a card saying that no more was needed. And scarcely had the ruins ceased to smoke, when, with characteristic promptness as well as generosity, Mr. Williston, that unfailing friend of the college, volunteered to erect on the site a new edifice containing a chemical laboratory, rooms for the libraries and the meetings of the two literary societies, and an alumni hall, if the trustees would engage, with the insurance and additional subscriptions, to replace the lost dormitory on another site. This condition, which, like Dr. Walker's in regard to Walker Hall, was, of course, intended only to double the benefaction, was accepted by the trustees, and the new buildings were both erected in 1857, the same year in which the old dormitory was burnt. Both edifices were built under the general direction of Mr. Williston, Mr. Charles E. Parkes of Boston being the architect, and Professor Clark and Mr. Luke Sweetser being associated with the former as building committee in the erection of East College. Thus, to express in Dr. Stearns' own language the "great blessing" which resulted from the "great catastrophe," "two new buildings sprang up from the ashes of the old, one of them Williston Hall, so comely in appearance, so convenient in arrangement, so generously bestowed, and so full of invitation to the returning graduate as he comes up from the village to the

college grounds; the other, East College, which the prophets represented as destined to be taken down and rebuilt, or moved bodily to another spot." [1]

The dedication of the two buildings, delayed for several reasons, took place on the 19th of May, 1858. The trustees held a special meeting on the occasion. Mr. Williston and Mr. Sweetser reported the results of their labors, and formally delivered the buildings into the hands of the trustees. President Stearns, on the part of the trustees, made a suitable response. Prayer was offered by Rev. Dr. Vaill, and Rev. Henry Ward Beecher delivered an address, in which, as fitly as eloquently, he discoursed on institutions as a means of perpetuating influence.

The next building was the gymnasium, now abandoned for a more modern building. This was commenced in the autumn of 1859, and completed in the summer of 1860. Hon. J. B. Woods, Prof. W. S. Clark, Hon. Samuel Williston, and the president were appointed a committee, with full powers to collect funds, procure plans, select a site, and erect the building. "Subscriptions were obtained by Prof. W. S. Clark, Prof. W. S. Tyler, and some others, to the amount of about five thousand dollars. For the other five thousand dollars the college resorted again to borrowing." [2] The building was planned by the same architect as Williston Hall and East College, Mr. Charles E. Parkes of Boston. President Hitchcock says: "It is massive in appearance, without

[1] Address of Welcome.

[2] Dr. Hitchcock's "Reminiscences." The trustees had already borrowed five thousand dollars to supplement the subscriptions for East College.

much architectural beauty, though in conformity with architectural rules." To the eye of the writer, it is one of the most beautiful buildings on the college campus. It has the beauty of fitness and the beauty, rare in our day, of a severe simplicity. The builders had the good sense and good taste to return to the use of stone,[1] instead of brick, in which their example has been followed in subsequent buildings, and will be followed, we trust, in all coming time. Upon the completion of the building, the name of "Barrett Gymnasium" was given to it, from Dr. Benjamin Barrett of Northampton, who had contributed liberally toward its erection. Dr. Barrett afterward put in at his own expense a gallery at the west end, for the convenience of spectators, and contributed more or less each year while he lived, for repairing the building, improving the apparatus, and ornamenting the grounds. And at his death, in 1869, he left in his will a legacy of five thousand dollars, the income of which is to be annually expended for similar purposes.

The principal of the Walker building fund, one hundred thousand dollars, was filled up in 1864, and at a special meeting of the trustees in November, 1866, they appointed a building committee of their own number. This committee consisted of President Stearns, Hon. Samuel Williston, Hon. Alpheus Hardy, Hon. Edward B. Gillett, and Samuel Bowles, Esq.[2] The corner-stone of the building was laid on

[1] The same that was used in the library building, viz., the Pelham gneiss or granite.

[2] A committee, consisting of the president, Professor Snell, Professor Seelye, Hon. S. Williston, and Hon. A. Hardy, was

the 10th of June, 1868; and it was not till the 20th of October, 1870, that Walker Hall was opened with appropriate ceremonies. Thus more than six years had elapsed since the money was raised, and more than seven, almost eight, years since Dr. Walker made his first offering of twenty thousand dollars in January, 1863, before the edifice was completed and set apart for its scientific uses: *tam diu Roma condebatur*. But it was right and wise to take a long time in building a structure that was expected to endure a long while. There was an intrinsic difficulty in uniting and harmonizing so many diverse interests. The whole department of mathematics and astronomy, the recitations, lectures, and apparatus of the professor of natural philosophy, the Shepard Cabinet of Mineralogy, and rooms for the trustees, the president, and the treasurer, were all to be brought beneath one roof, and what seemed for a time quite impracticable, nearly all these rooms must needs be, where all the living rooms of a house in this climate ought to be, on the south side. When these conflicting interests were all reconciled there still remained the scarcely less difficult question of a convenient and beautiful location. The college campus, though sightly, is far from being "siteful;" and a site satisfactory to all concerned, and suitable for such a building, was found at length only by the purchase and annexation of three or four additional acres on the north side.

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appointed at a special meeting of the board in Boston, in January, 1863, to procure plans and estimates. But a building that should cost only forty thousand dollars was then contemplated. The plan was afterward enlarged to meet the enlarging views and the increasing liberality of Dr. Walker.

Several architects and landscape-gardeners were consulted in the settlement of these vexed questions. More than one architect also presented plans for the building. The plan which best satisfied the parties chiefly concerned, and indeed the only plan which solved the almost insoluble difficulties of the problem and united beauty with convenience, was that of George Hathorne, of New York. This plan was adopted, and he became the architect of the building. The contract for the masonry was given to Richard H. Ponsonby, and that for the carpenter work to C. W. Lessey. The immediate oversight was entrusted to William A. Dickinson, Esq., of Amherst. The laying of the corner-stone with due form and ceremony took place on the forenoon of Class Day, June 10, 1868. Hon. Edward Dickinson presided and introduced the services. Prayer was offered by Rev. Dr. Vaill. The stone was placed with appropriate ceremonies by the senior class, who had desired to honor their Class Day by this act and had selected a committee of their number for the purpose. A hymn was sung by the college choir. A paper was read by President Stearns, making some statements respecting the character and design of the building, together with notices of Dr. Walker and the principal donors. After a few extemporaneous remarks by Hon. Alpheus Hardy and Professor Snell, the exercises were concluded by singing the doxology and the pronouncing of the benediction.

After an interval of two years and four months, on the 20th of October, 1870, the formal opening of Walker Hall took place. The order of exercises was as follows: In College Hall—Music by the orches-

tra; Introductory prayer by Rev. Mr. Dwight of Hadley; Address by President Stearns; Commencement hymn, "Let children hear the mighty deeds." In Walker Hall—Music by the band; Statement by W. A. Dickinson, Esq.; Prayer by Rev. Dr. Paine of Holden; Statement by Professor Snell; Speeches by members of the board of trustees and by gentlemen from abroad; "Old Hundred," by the audience.

The opening of Walker Hall removed the last vestige of scientific instruction from the old chapel building, where all the departments dwelt together for so many years, and left literature and philosophy the sole occupants. Two things are illustrated by this part of our history, first the progress of division of labor in the college, and secondly the growth of the institution in all its departments.

The original donation of thirty thousand dollars for the college church was made in 1864. Seven or eight years elapsed before the edifice was finished. The delay was partly to give time for the increase of the building fund, and partly owing to the difficulty of fixing the location, but chiefly, as in the case of Walker Hall, with the intention of building well rather than building quickly.

The question of location long occasioned much perplexity, and opinions differed widely on the subject. The unanimous verdict of the most distinguished architects decided the question in favor of the present site, just in the rear of East College, but necessitating at some time the removal of that building. "It might seem," says President Stearns in his address at the laying of the corner-stone—"it might seem to our old graduates and to others who



THE COLLEGE CHURCH

have not studied the case, an unexpected and singular movement, to pass over, as we have done, into what was regarded heretofore as the back-yard of our college grounds, and crowd the new edifice into the very mouth of the dormitory which has for some years crowned the knoll. But looking from East College, destined some time or other to be removed, let me say to each one who doubts the propriety of the location, *Circumspice.* Think of a pleasant Sabbath morning as our young men and families of many generations of the future throng to the house of prayer and see the beauty of the Lord spread over the mountains and the intervale before us and the quiet homes nestling within it, and tell me, will not nature furnish inspirations to praise? If we need further reason, it may be expressed in the brief words of Mr. Williston, who has often surprised me with the breadth and wisdom of his views on such subjects. When the advice of the best architectural and gardening skill in the country had been obtained, and reasons set forth, and the final question was put to that gentleman, Shall we plan the building for present convenience or for a hundred years to come? his immediate response was, 'Five hundred years to come!'" The committee to whom by vote of the trustees in 1869 the whole subject was referred, consisted of President Stearns, William F. Stearns, Esq., Messrs. Williston, Hardy, and Gillett, and Mr. W. A. Dickinson. William A. Potter, Esq., of New York, was the architect. The church was erected under the personal oversight and direct superintendence of President Stearns, to whose watchful eye and excellent taste, scarcely less than to the art and

science of the architect, the building owes its perfection.

The corner-stone was laid on the 22d of September, 1870, with the following order of exercises: Preliminary Statement by the President; Introductory prayer by Prof. W. S. Tyler; Address by Rev. Christopher Cushing, of Boston; Placing of the stone by the senior class (Class of '71); Hymn, "Christ is our Corner-Stone;" Prayer by Rev. J. L. Jenkins, of Amherst; Doxology; Benediction.

The following passages from the president's preliminary statement should be put on record as showing his views and those of the donor, William F. Stearns, Esq., in regard to this edifice: "We have assembled to place the corner-stone of an edifice, which, in accordance with the great idea of the college, 'the highest education and all for Christ,' is to be, when completed and dedicated, the college church. In pursuing this principle which has always actuated some of us, a desire has long existed, since we have public worship together, to hold the religious services of the Sabbath, as other churches do, in a retired, consecrated Sabbath home, from which all the studies and distractions of the week should be excluded, and where the suggestions of the place should assist us to gather in our thoughts, and in the enjoyment of sacred silence to confer with God.

"Some of the views of the donor in furnishing the means for the college church were thus expressed to the trustees at the time they were given, and in the same spirit they were gratefully accepted by them. 1. The church is to be used by the college for strictly

religious observances, especially for Christian worship and preaching, and for no other purpose. 2. The preacher shall always profess his full and earnest belief in the religion of the Old and New Testaments as a supernatural revelation from God, and in Jesus Christ as the divine and only Saviour, 'who was crucified for our sins and raised again for our justification,' and generally for substance of doctrine in the evangelical system or gospel of Christ as understood by the projectors and founders of the college. 3. The preacher in the pulpit, and in all the exercises of this church, shall exhibit that sobriety, dignity, and reverence of manner and expression which becomes the sacredness of the place, and is in keeping with those solemn emotions which true Christians are supposed to experience."

The college church, not less than Walker Hall, embodies an idea and a department. A new department, as we shall see further on, was founded the same year in which funds were set apart for building the church. The college church represents this department, gives it as it were a body and a form, and expresses the idea, not only of a place set apart expressly for the Sabbath worship and service, but also of a professorship whose undivided energies should be sacredly devoted to the religious welfare of the college. Combining in its architectural plan and style the beautiful and the useful of successive ages, it represents the religion of the college as uniting all that is true and good in the past history of the church with whatsoever things are pure and lovely in our own age; and being unquestionably the brightest architectural jewel on the brow of College Hill, it

fitly expresses the paramount excellence and importance of the religion of Christ in college education.

After the close of the war, several unsuccessful efforts were made to secure a suitable memorial for those students who had sacrificed their lives for their country. A public hall adorned with relics and trophies of the war, a lecture room and professorship of history, a monument on the grounds, a monumental group of statues and tablets within doors,—all these were contemplated, some of them voted by the alumni and attempted, but all, for different reasons, proved unsatisfactory, or at least unsuccessful. This difficult question found at length an unexpected and most satisfactory solution in connection with the college church. A chime of bells of unsurpassed excellence, placed in the tower by George Howe, Esq., of Boston, whose own son, a graduate of Amherst, fell a sacrifice to the war, answers the double purpose, to use the language of President Stearns, of "throwing out upon the breezes the sweet invitation of Christian psalmody to worship on the Lord's day, and of commemorating in patriotic and soothing melodies, on appropriate occasions, the nobleness of our sons and brothers who honored the college, while they shed their blood for Christ and dear native land."

Before any provision was made or expected for a new church, the rooms in the old chapel building had become so deformed and dilapidated that thorough repairs were absolutely necessary. These repairs were made gradually, under the superintendence of W. A. Dickinson, Esq. They cost nearly as much as the original building. But they gave us



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possession of rooms far surpassing the original ones in convenience and elegance. The form of the rooms underwent little or no change. But they were entirely refitted, frescoed, and furnished, and the recitation rooms, beginning with the Greek room, and extending gradually to the others, being adorned with maps and charts, photographs and engravings, bronzes and marbles illustrative of Greek and Roman art and antiquities, became teachers, no longer of rudeness and slovenliness, but of order, truth, and beauty. While the chapel proper was undergoing repairs, the present Art room, in Williston Hall, served as our place of worship.

When the village church had completed their new and costly church edifice on Main Street in 1867, the trustees purchased the old edifice in which they already owned a share, in consideration of its annual use for commencements, thoroughly remodelled and repaired it externally and internally, thus divesting it in a great measure of its "astonishing" ugliness, and so acquired College Hall, one of the most convenient and useful buildings on the college grounds.

While the college had thus been erecting or acquiring these convenient and beautiful buildings, a corresponding improvement had been going on *pari passu* in the college grounds. Mr. Williston, Dr. Barrett, Mr. Hayden, and others made donations for this purpose. Appropriations were voted from time to time from the college treasury. Early under the presidency of Dr. Stearns, the ground south of the grove was carefully prepared for cricket and base-ball. The annexation of a part of the Boltwood farm, and the grading about Walker Hall and the college

church, involved great changes in the college grounds and became the occasion of the greatest improvement that has been made in them, by providing new drives and walks, furnishing more convenient access and entrance, and opening to visitors more inviting views of the buildings, with charming vistas of the eastern hills in the background.

In 1868, Leavitt Hallock, Esq., having purchased, together with the farm of which it was a part, the grove formerly known as Baker's Grove, between Pratt and Blake fields, and near which the students for a time had a ball ground, and having adorned it with drives and walks, gave it in trust to the college on the single condition that the trustees should preserve, improve, and keep it forever as a public park. The trustees gratefully accepted the donation and gave it the name of Hallock Park. It contains some seven acres of ancient and venerable oaks and pines, such as can scarcely be found anywhere else in western Massachusetts.

If now we turn our attention to the departments of instruction, we shall find that they kept even pace with these improvements in the buildings and grounds. During the presidency of Dr. Stearns, three new departments were established, represented severally by the three then most recent buildings, viz.: the department of hygiene and physical education, by the Barrett Gymnasium; that of mathematics and astronomy by Walker Hall; and that of Biblical history and interpretation and the pastoral care, by the college church.

Physical education was a prominent topic in the inaugural address of President Stearns. After in-

sisting on the natural connection between bodily disarrangement on the one hand and intellectual inferiority as well as moral perversity on the other, and contrasting the perfection of physical form, health, and strength developed by the *palæstra* and the gymnasium in ancient systems of education with the partial deformity, the languid step, stooping shoulders, cadaverous countenances, and physical degeneracy induced by neglect of bodily training in modern times, he says: "Physical education is not the leading business of college life, though were I able, like Alfred or Charlemagne, to plan an educational system anew, I would seriously consider the expediency of introducing regular drills in gymnastic and calisthenic exercises." The idea, thus early conceived and expressed, grew in the president's mind with every year's experience, till it became a new department. In each successive annual report to the trustees he called their attention with increasing earnestness to the failing health and waning strength and in some instances the premature death of students, especially in the spring of the year, as in his opinion wholly unnecessary. In his report for 1859, he says: "If a moderate amount of physical exercise could be secured as a general thing to every student daily, I have a deep conviction, founded on close observation and experience, that not only would lives and health be preserved, but animation and cheerfulness, and a higher order of efficient study and intellectual life would be secured. It will be for the consideration of this board, whether, for the encouragement of this sort of exercise, the time has not come when efficient measures should be taken for the erec-

tion of a gymnasium, and the procuring of its proper appointments." The trustees accordingly chose a committee, consisting of the president, Dr. Nathan Allen, Henry Edwards, Esq., and Hon. Alexander H. Bullock, who reported at once in favor of an immediate effort for erecting a gymnasium. The building was completed, as we have seen, in 1860. At the same time, the trustees, at their annual meeting, in August, 1860, voted to establish a department of physical culture in the college, and elected John W. Hooker, M.D., of New Haven, Conn., the first professor in the department. Dr. Hooker was an excellent gymnast and did much to inaugurate the new system and inspire the students with interest in it. But owing to ill-health and other causes his connection with the college ceased after a few months. During the interregnum in the spring of 1861, taking advantage of the excitement which preceded the war, Col. Luke Lyman of Northampton was employed to give instruction and training to students in military tactics and exercises.

At the annual meeting of the trustees, in August, 1861, Dr. Edward Hitchcock, Jr., a graduate of the college, and of the Medical School of Harvard University, was appointed professor in this department. And to his science, skill, patience, and rare tact in managing students, under the wise and efficient direction and coöperation of President Stearns, we are indebted for the remarkable success in Amherst College of a department which almost everywhere else has proved a failure. The characteristic and essential features to which it owes its success are two: In the first place, the gymnasium is only part

and parcel, or, if you please, the head and front, of a department of anatomy, physiology, and physical culture, which is committed to an educated physician and man of science, who is specially charged with the health of the students, as other professors are charged with the several branches of mental education. In the second place, unless excused by the professor for special reasons, every student is required to exercise under the professor in the gymnasium half an hour daily for four days in the week, just as much as he is required to attend the recitations and lectures in any other department. One other characteristic has contributed largely to the popularity and success of Dr. Hitchcock's management of gymnastic exercises. He knows how to intermingle recreation and amusement with the severer drill of the gymnasium, maintaining military order and discipline during a portion of each half-hour, and then allowing them to break up into sections or squads, and take such exercise and recreation as they choose, so that the classes come to the gymnasium with much of the same relish and zest with which they go to the ball ground, and go through a part of their exercises, as well as leave them, often with laughter and shouts.

The attractiveness of the exercises in the gymnasium to the public was and still is seen in the number of visitors. "From September, 1866, to the close of the college year in July, 1867, there were present at these exercises five thousand nine hundred and fifty-eight persons as visitors, and from September, 1867, to July 10, 1868, the number was four thousand seven hundred and ninety-eight, more

than one-fourth of whom were ladies; and the average number of visitors present at each exercise was over ten for both years."[1] In his report for 1869–70, the professor reckons the yearly average of visitors as four thousand seven hundred and eighty-seven. It is probable that the number is still larger now. The prize exhibitions, which occur once or twice a year, always draw crowds of spectators.

In summing up the results of the experiment in 1869, Dr. Allen, to whose professional knowledge and constant supervision as one of the trustees this department owes more than to any one else, except President Stearns and Professor Hitchcock, testifies to a decided improvement in the countenances and general physique of the students, in the use of their limbs and physical movements generally, in their cheerfulness and buoyancy of spirits, in their sanitary condition and in their vital statistics, besides many incidental advantages, such as elevating the standard of scholarship, preventing vicious and irregular habits, and aiding the government and discipline of the institution.

The department of mathematics and astronomy, including the professorship, the instructorships and the prize scholarships, was not only founded by Dr. Walker, but shaped to meet his views, and carefully defined in the terms and conditions of the several endowments. The documents in which the founder defines his views and wishes, and which constitute the statutes of the foundation, are spread out at

[1] See "Physical Culture in Amherst College," a pamphlet by Dr. Nathan Allen, published at the request of the trustees, 1869.

length on the records of the trustees, where they fill twelve entire, closely written folio pages. The first document which accompanied the endowment of the Walker professorship of mathematics and astronomy contains a minute description of the ends for which, and the ways in which, in the opinion of the founder, mathematics should be taught, under the heads of arithmetic, geometry, algebra, and trigonometry.

In accordance with these views, William C. Esty, of the class of '60, was chosen instructor in 1862, and in 1863 professor of mathematics and astronomy. His trial for the professorship was the calculation of the orbits of the satellites of Jupiter—a work which had never before been done, and which occupied him for two years. The examination was by Professor Pierce, of Harvard College, by whom also the subject had been assigned or rather suggested for the choice of Mr. Esty.

The Walker instructorship was founded in 1863. It provides for the appointment by the trustees of some recent graduate of superior scholarship and promise, as a special instructor or tutor, to give instruction to select divisions of the sophomore and freshman classes. The characteristic features of this foundation are: 1. Small divisions, each consisting of not more than ten or twelve students; 2. No instructor to be employed longer than three years, but another to be chosen to take his place from those graduates who have availed themselves of the benefits of this provision and are esteemed by the trustees of the college as most deserving.

The same year in which the funds were given for

the College Church, 1864, another gentleman, without any knowledge of that donation, offered to the trustees, in a letter to the president, the sum of twenty thousand dollars as a foundation for a professorship of the pastoral care. The same gentleman had previously had some correspondence with Dr. Hitchcock as well as with Dr. Stearns on the same subject. At their annual meeting in July, 1864, the trustees gratefully accepted the foundation and appointed the president and Dr. Vaill a committee to confer with the donor, and prepare proper statutes and plans for the pastorate. At a special meeting of the board in November, 1866, the statutes, as approved by the donor, were reported and adopted by the trustees. They provide that the professor shall be designated as the "Samuel Green Professor of Biblical History and Interpretation and of the Pastoral Care," and that he shall be the pastor or associate pastor of the college church. His duties shall be to preach on the Sabbath such portion of the time as the trustees may think most conducive to the well-being of the college; to be responsible in connection with and under the direction of the president for the proper conducting of all other religious meetings in the college, provided, however, that in the management of this work as well as in the preaching on the Sabbath, such assistance may be expected from other professors as shall help to secure the wisest and most powerful Christian influence upon the whole institution; to organize and conduct, or superintend the conducting of, Bible classes; to seek out young men as they come to college, and exert a personal religious influence of Christian friendship upon them; and to give

such instruction in Biblical history and interpretation as the trustees may direct.

During his life, the founder of this professorship was not willing to have his name mentioned. But since his decease there is no objection to the announcement that the founder was that life-long friend of Amherst College and of every good cause, John Tappan, Esq., of Boston. And he named the foundation the Samuel Green Professorship in memory of his beloved pastor, the first pastor of the Union Church, Essex Street, Boston, and afterwards one of the honored secretaries of the American Board of Commissioners for Foreign Missions.

While new departments of instruction were thus springing up in the college, the old departments were not stationary. All the branches of the physical sciences were not only supported now on the Walker foundations, but derived fresh life and strength from the new and rich soil into which they were transplanted.

In 1869, the trustees voted that Professor Snell have liberty to draw on the Walker Legacy Fund for an amount not exceeding three thousand dollars, to be expended within two years for the purchase of apparatus. Thus after many long years of hope deferred and personal toil and skill to make apparatus out of nothing, and with no place to put it in when it was made, he enjoyed the satisfaction, not only of having a beautiful and convenient room with suitable shelves and cases for the deposit of the old apparatus, but also of seeing new and choice instruments, works of art as well as illustrations of sci-

ence, frequently arriving wherewith to exhibit his new and beautiful experiments.

The department of chemistry, like the department of mathematics and physics, migrated during the presidency of Dr. Stearns, leaving the basement of the old Chapel, which in 1827 seemed so ample and magnificent and was in fact in advance of the laboratories in other and older colleges, and finding new quarters on the first floor of Williston Hall, fitted and furnished by the wealth and liberality of Mr. Williston, to satisfy the demands of Professor Clark, young, ambitious, and fresh from the laboratories of Europe. Provided with an excellent working as well as lecturing laboratory, conducted by scientific and enthusiastic professors, with the coöperation sometimes of able assistants and the constant sympathy of an appreciating and progressive president, this department expanded with its accommodations and appliances, was allowed more time and opportunity under the presidency of Dr. Stearns than was afforded it even under his scientific predecessor, gave increasing attention to analytic and organic chemistry and work in the laboratory, and, in short, endeavored not without success to keep pace with the rapid progress of chemistry and the kindred sciences. From 1854 to 1856 Professor Clark was aided in analytic and applied chemistry by the rare talents, taste, and science of Dr. John W. Mallet, a graduate of Trinity College, Dublin, and of the University of Göttingen. Dr. Newton S. Manross, another of Mr. Clark's fellow-students in Professor Wöhler's laboratory at Göttingen and a doctor of philosophy of that university, gave excellent instruc-

tion here in this and the related sciences in 1861–62, the first year in which Professor Clark was absent as an officer in the War of the Rebellion, and, following his beloved professor to the war, lost his life in the battle at Antietam. In 1867 Professor Clark resigned his professorship in order to accept the presidency of the Massachusetts Agricultural College, and after a year's interregnum, in which Mr. J. H. Eaton, of the class of '65, lectured with marked success, in 1868 Prof. E. P. Harris of the class of '55, then professor at Beloit College, was appointed in his place. In 1869, this department, at the same time with that of physics, struck its roots into the Walker Legacy Fund, and Professor Harris was authorized, with the advice and approbation of the prudential committee, to expend a sum not exceeding fifteen hundred dollars in refitting and refurnishing the laboratory. And thereafter not only whole classes were faithfully instructed in the general principles of the science by his able lectures, but under his inspiring guidance the laboratory proper has been filled to its utmost capacity with enthusiastic elective students engaged in analytic experiments.

Botany has continued to be taught, as in former years, by the professor of chemistry. Indeed Professor Clark bore the title of "Professor of Chemistry, Botany, and Zoölogy" from 1854 till 1858. In 1858, Professor Tuckerman was appointed professor of botany. Only a few classes, however, enjoyed his instructions in this science, in consequence of an increasing difficulty of hearing, which rendered it inconvenient and disagreeable for him to teach classes.

For the same reason, however, he only devoted himself with less interruption and more enthusiasm to one branch of botanical science, viz., the lichens, in which he long reigned almost sole monarch among American savants and published to the world the results of his long and patient microscopic studies of specimens which he gathered in person or by proxy from all the mountains and glens of the western continent. "Tuckerman Glen" in the White Mountains was discovered by him in these explorations, and will be a lasting monument of his devotion to this science.

On retiring from the presidency, Dr. Hitchcock expressed to the trustees his willingness to retain the professorship of natural theology and geology, giving at least twenty lectures, and from twenty-five to thirty recitations in geology; twenty-five lectures and ten or twelve recitations in anatomy and physiology; twenty-five recitations in Butler's Analogy; and from ten to twenty lectures in natural theology; being released from the government and police of the college and from attending faculty meetings; preaching and officiating at prayers in his turn with the other professors; and receiving as his salary six hundred dollars—one-half the sum received by the other professors. This proposition was thankfully accepted by the trustees, and Professor Hitchcock returned with the freshness of a first love to his lectures and recitations, to geological excursions, explorations, and naming of mountains, to the collection and classification of specimens and the development and perfection especially of his favorite branches, ichnology and natural theology. It was

with enthusiastic delight that he saw the Appleton Cabinet completed, and the first floor filled with classified and labeled foot-marks in which the eye of his science and imagination could see the gigantic birds, saurians, and batrachians of the primeval world marching down the geologic ages, and the second floor filling with shells of mollusks, casts of the megatherium, skeletons and skins of the gorilla and other animals, and stuffed or preserved specimens of the animal creation in regular gradation from the lowest to the highest orders of the animal kingdom. In 1858, Mr. Charles H. Hitchcock, of the class of '56, was appointed lecturer on zoölogy and curator of the cabinet. In 1860, as Dr. Hitchcock's health declined, an addition was made to his salary that he might employ such assistance as he might think needful and expedient, and from that time, his son relieved him by performing more and more of his duties until his death in 1864. In 1870 Mr. Benjamin K. Emerson, a graduate of the class of '65 and a doctor of philosophy of the University of Göttingen, was appointed instructor in geology, and at a meeting of the trustees in Boston, February 7, 1872, the title of the Hitchcock Professorship was changed from that of Geology and Natural Theology to that of Geology and Zoölogy; and Benjamin K. Emerson was elected to the professorship. Meanwhile natural theology was provided for by ample instructions from the president and the professor of mental and moral philosophy, as well as by the able and popular lectures of Dr. Burr on this special subject.

Mathematics and the ancient languages have both

been compelled to yield, these last few years, to the demands of the age and give up some of the time which they formerly occupied to the physical sciences and the modern languages. Yet there never has been a time when the major part of each successive class has been more enthusiastic and successful as students of the classics, nor when we have been able to make a few so good classical scholars. While insisting as strenuously as ever on a thorough drill and mastery of the grammar and lexicography of the languages by the freshmen, we have been able, with the admirable helps that now exist, to study both ancient and modern languages more in the light of comparative philology, and at the same time to read the classics more in their relations to history and philosophy and as a means of higher culture in what are justly called "the humanities."

Two changes have been introduced which affect especially this department, and which, without question, have been both marks and means of progress. They were introduced by the Greek professor. The one is the introduction into the recitation rooms, not only of maps and charts, but of photographs, engravings, casts, models of ancient edifices, copies of ancient statuary in marble, bronze, and terra cotta, busts of authors and the great men of antiquity—in short, all such sensible illustrations as will lend to classical studies something of the reality and vividness which specimens and experiments give to the physical sciences, and will help students to reproduce men and things as they were in olden times. The other sign and means of progress is a higher grade of instruction in the lower classes secured by

more permanence and more division of labor among the instructors of those classes. Formerly in this as in other colleges, the two lower classes were taught almost entirely by tutors. For many years now the instruction in Greek and Latin has all been given by professors.

Subject to change as other departments, the department of rhetoric had three different incumbents during the presidency of Dr. Stearns. Rev. Thomas P. Field, of the class of '34, was chosen professor in this department at a special meeting of the trustees held in Amherst, November 21, 1853, just a year previous to the ordination and inauguration of President Stearns, and in the spring of 1856 he resigned the professorship, having held it only a little over two years. His rare good sense and genial spirit, his refinement of taste and manners, his extensive and thorough acquaintance with English literature and his high and just appreciation of the old English classics, qualified him well for a professorship in college, and especially for the professorship of rhetoric and English literature.

Mr. James G. Vose, a graduate of Yale of the class of '51, was chosen professor in this department at the annual meeting of the trustees in August, 1856, and his resignation was accepted by the board at a special meeting in Boston in March, 1865. With many of the same qualifications for the office as his predecessor, and continuing to hold it between eight and nine years—longer than any who had preceded him except Professor Worcester and Professor Warner—Professor Vose grew every year in the respect and affection of the students, endeared himself

greatly to his colleagues in the faculty, and was impressing himself more and more on the style of thinking and writing in the college. No one can look carefully and discriminately over the schedules of Commencements and exhibitions without seeing his influence in the choice of subjects and the expression of the titles of the pieces while he occupied this important chair. Ordained as an evangelist not long after he became professor,[1] by a council convened by invitation of the college church, he preached with increasing frequency and interest in other churches, and feeling more and more the infelicities of college life and the attractions of the ministry and the pastoral office, he yielded at length to this growing preference, and the college lost a good professor, but Providence and Rhode Island gained perhaps a better bishop whose wisdom and spirit and influence in the churches prove him to be in the true apostolical succession.

At the same special meeting in Boston, March 8, 1865, at which they accepted the resignation of Professor Vose, the trustees "made unanimous choice of Rev. L. Clark Seelye as Williston Professor of Rhetoric," whereby Springfield lost a Congregational bishop greatly honored and beloved, but the college gained a professor of rhetoric and oratory and English literature who, although he came with the avowed expectation of staying only a few years and then resuming the ministry, proved himself more and more the right man in the right place, until in 1873, he accepted a place for which he was perhaps

[1] He was ordained in 1857. He had previously preached only as a licentiate.



THE COMMON, LOOKING TOWARD AMHERST COLLEGE.

still better adapted, the presidency of Smith College in Northampton.

With the trifling exception of a choice between French and German in the third term of sophomore year, there were no optional studies prior to the presidency of Dr. Stearns. In 1859–60, "annuals" having now taken the place of the "senior examination" on the whole course, "elective studies in the several departments" took the place of reviews preparatory to that examination in the third term of senior year. Since that time they have been introduced gradually into the studies of the junior year. They are still confined for the most part to the last two years of the course. There is no disposition in any of the present faculty to make the college an American university (*sit venia verbo!*) or to sacrifice any of the humanities or the disciplinary studies which constitute the essential characteristics of the American college.

Conservative and at the same time progressive in his ideas of the college curriculum, President Stearns presided in the Board of Trustees and the faculty and administered the government of the institution with the same even balance, uniting dignity with unfailing courtesy and kindness, tempering justice and firmness with gentleness and parental love, calm however stormy the elements might be around him, yet alive to every breath of feeling, impulse, or aspiration in young men, ruling in the hearts of all connected with the college, and guiding its affairs with a wisdom that seldom erred, and a patience and faith that never failed.

As "Professor of Moral and Christian Science,"

President Stearns, during the greater part of his presidency, taught the senior class Butler's Analogy, and lectured on the Hebrew theocracy and its records, with particular reference to the arguments and objections of modern skeptics. Having become professor also of Biblical history and interpretation, he adopted a more modern text-book, and by way of supplementing its defects and imperfections, extended the range of his oral and written lectures. For a few years, he also instructed the seniors in constitutional law. With this exception, his teaching was confined to a single term—the second term of the senior year. This is less instruction than was given by any of his predecessors—very much less than used to be given by President Moore and President Humphrey, or any of the earlier presidents of New England colleges. But we have only to look at the other work which he did in raising funds and erecting buildings, in administering the discipline, and looking after the necessities of poor students, in the pastoral care and the representation of the college before the public—in all the countless and endless details of business that now devolve on the president of any great and growing college—and we see not only a justification of this undesirable fact, but a necessity for it. And in the success and perfection, with which all this work was done; in the rare felicity, free from outbreaks and almost from friction, with which the internal government and discipline (never before so fully conducted by the president and never before conducted so well) was administered; in the steadily increasing number of students (since the war) till it had reached at the

semi-centennial a larger aggregate than at any former period; and in the general growth, prosperity, and reputation of the institution—in all these we see a proof of the wisdom and excellence of the administration.

On Thursday, June 8, 1876, Dr. Stearns died, still in office (the only president of Amherst College that has died in office except the first), having held the office a greater number of years than any other except the second, who was president about the same length of time.[1] The closing scenes of his life are narrated in the following extracts from the commemorative discourse by the author of this history. The last year was doubtless the most fruitful year of his long and useful life. The last spring term saw his prayers answered and his labors blessed in what he considered, and we also felt, to be the greatest and best of all the revivals that had crowned his college work, if not the greatest and best in the whole history of the college. The last Sunday that he officiated and at the last sacrament which he administered, he received to the communion the largest number of young men that he had ever admitted at one time to the college church, the richest harvest of new-born souls that he had gathered into the garner of the Lord. The last time that he met the students was at morning prayers where he had so often interceded for them with their Heavenly Father, like Abraham, the friend of God, like Israel, the prince of God, and in much of the spirit as

[1] Dr. Moore was president a little over two years; Dr. Humphrey, twenty-two; Dr. Hitchcock, nine; Dr. Stearns, twenty-two; Dr. Seelye, fourteen.

well as in the name and for the sake of the Son of God Himself. This time, however, as he rose to offer prayer he grew faint and fell into the arms of his colleagues, but soon recovering, he walked to his home, supported on either side by some of the students. His family felt no immediate alarm. His friends who called in the course of the day saw no signs of speedy death. He kept about the house through the day, suffering some pretty sharp pains at times in his back and shoulders, but talking with his usual cheerfulness and playfulness, listening to the reading of a book, reading himself in the newspaper, and apparently apprehending no immediate danger. He was walking about the room five minutes before his death; he had just taken up a newspaper when suddenly he laid it down, remarking that he felt a strange sinking, dropped upon the sofa, and before the family could gather about him, he was gone. He had lived so near the heavenly gates it is no wonder that at a single step he entered and was with the shining ones. It was an ideal death to crown an almost ideal life. All who knew him could but exclaim, "Let me die the death of the righteous, and let my last end be like his." He himself had often expressed a wish, if agreeable to the will of God, thus to die. It was not a death, it was only a departure from the line of battle to the trophy, from the contest to the crown. Nay, call it rather a translation. He walked with God and was not, for God took him. Nothing else was wanted to round out to the full so beautiful, useful, honored, and happy a life. True, he had other thoughts and plans. He had written his resignation

of the presidency—it was to be contemporaneous with the graduation of his youngest son—and he was to retain for the present the pastorate and the Samuel Green professorship of Biblical interpretation. But he had lived more than his three-score years and ten and filled them full with sound and heroic service, and the Master gave him a full and free discharge, bidding him rest from his labors and enter at once upon his honors and rewards, saying with almost audible voice:

> "Servant of God, well done!
> Rest from thy loved employ;
> The battle fought, the victory won,
> Enter thy Master's joy."

On Tuesday of the next week the funeral service was held in the College Church. Only one week from the next Sabbath was the beginning of Commencement week. With characteristic promptness —and yet may we not believe by a special providence?—he had finished the preparation of his baccalaureate sermon on his birthday, the 17th of March, and presented it to Mrs. Stearns as a surprise gift and birthday present. At the request of the faculty and family this was read by President Seelye of Smith College. The text was in Deut. xxviii. 1, 15. It was a centennial discourse (1876) and a strong appeal addressed to the reason, the consciences, and the hearts of the young men, especially the graduating class, and urging them with more than usual fervor and power to the faithful discharge of their civil, social, and political, as well as religious, duties. Eloquent and impressive in itself, under these circumstances it was a voice from

the grave and the spirit world, nay, a voice from heaven and God, which those who heard it, and especially the members of the graduating class, will never forget. The Sacrament of the Lord's Supper in the afternoon of the same day, when the graduating class commune with their pastor, with each other, and with their Christian brothers for the last time, was a season of rare sacredness and solemnity and made still more interesting by the admission to the church of converts of the recent revival. Commencement week seemed more like a prolonged funeral than like the usual festival. The president's chair stood vacant and wreathed in mourning; a dirge introduced the exercises, and oh, how we missed his voice in the opening and closing prayers, his presence in all the exercises! The richest legacy which he has left to his family, the college, and the community, is his character and life—a character which was confessed by all who knew him to be a more convincing argument for Christianity than whole volumes of "evidences," a life which was felt by all who saw it to be more winning and persuasive than the most eloquent sermon, and a memory at once more precious and more imperishable than foundations or buildings of marble and granite. Amherst College will be rich and sure to accomplish its mission so long as men like President Stearns and Professor Snell continue to be its presidents and professors, and so long as trustees, faculty, and students cherish their memory and feel, as they cannot but feel, their hallowed influence.

CHAPTER IX.

THE CIVIL WAR—RECORD OF AMHERST'S HEROES—THE COMMEMORATIVE CHIME OF BELLS—THE SEMI-CENTENNIAL CELEBRATION.

Two events of peculiar interest and importance, for which we have found no place in the foregoing pages, belong to the history of President Stearns's administration, namely, the Civil War and the Semi-Centennial Celebration. To these we must now devote a short chapter before proceeding to the subsequent history.

No class of men, as statistics prove, contributed to the grand army which saved the Union and the nation in the Civil War in so large proportion to their numbers, and none contributed an element of such military value and moral power, as the graduates and under-graduates of our colleges. Several of the colleges in the Middle and Western States were closed for a longer or shorter period during the war; and the Eastern colleges felt scarcely less the depletion of their numbers and the diminution of their strength. It is sufficient honor for Amherst not to have fallen behind her sisters in devotion to the cause—it is her pride and glory to have borne her full share in the burdens and sacrifices, if not in the honors and rewards, of this patriotic and heroic service.

At the first outbreak of hostilities, before the war had actually commenced, with the ardor characteristic of youth and college life, the under-graduates of Amherst volunteered their services and offered a company to the governor. On that dark and portentous Sunday in April, 1861, which followed the fall of Fort Sumter, and the attack of the mob upon the Massachusetts regiments passing through Baltimore on their way to Washington, when other troops from Massachusetts and New York, forbidden to pass by that thoroughfare, were making their way slowly by way of Annapolis, and when it was feared that the rebels might already have seized upon the capital, the writer of this history preached in the College Chapel on themes suited to the circumstances, and in a strain intended to inspire courage, heroism, and self-sacrificing devotion. And while the professor was preaching, or at least as soon as he had done, the students were already practising what he preached. They drew up a form of enlistment which some fifty or sixty of them subscribed, and in which they offered themselves to the military service of the country in this emergency, deeming it a Christian duty not unbecoming the Lord's day to enlist in such a war, and adopting as their own the sentiment which they so much admired in their ancient classics: *Dulce et decorum est pro patria mori.* The president's son was the first to put his name to this paper; a son of one of the professors was the next to enter the lists. The governor declined to accept the proffered service, at the same time intimating that the day might come when duty would call them to the sacrifice. The immediate peril soon passed by, and

a general military drill under a competent military officer[1] took the place of the proposed company of volunteers. But both the young men specially alluded to above afterwards enlisted, and one of them was among the earliest sacrifices which our college offered on the altar of the country. Many of the other volunteers, I know not just how many, found their way into the army, some before and some after their graduation. Seventy-eight names are recorded on the roll of under-graduates who served in the army or navy of the United States in the course of the war. Our classes, which had been steadily increasing in numbers for several years, were now so reduced that some of them seemed almost like the thinned ranks of an army after a battle. One of the professors set the example of volunteering early in the war, and it was followed by one other officer of the college and by many of the students. Prof. William S. Clark, commissioned as major of the Twenty-first Regiment of Massachusetts Volunteers, August 21, 1861, and promoted rapidly to the rank of lieutenant-colonel and colonel, fought in most of the principal battles of the first two years of the war till his regiment was reduced to the merest skeleton. His friend, Dr. N. S. Manross, who for one year filled the vacancy in the faculty occasioned by his absence, at the end of the year followed him to the war, and at the very opening of his first battle, the battle of Antietam, he fell as he was leading on his company to the conflict. Thus two of the officers of college went directly from the chair of the professor

[1] Col. Luke Lyman, of Northampton, afterwards colonel of the Twenty-seventh Regiment.

to the tent and the field of battle. Two other members of the faculty were represented in the army by sons who were also sons of the college. Three sons of the lamented Professor Adams enlisted, two of whom early lost their lives in the service. Add to these connecting links the almost four-score students who left their classes, most of them for the purpose of entering the army, and many more who engaged in the service immediately after their graduation, and it will be readily seen how many bonds of sympathy and interest were thus established between the college and the camps and battle-fields during the war. Every mail was expected with anxious interest. The newspapers were watched, especially after every battle, and the lists of the killed and wounded were examined with trembling solicitude. In some instances false alarms were thus communicated, occasioning much distress or anxiety at the time, but followed by speedy relief, and attended perhaps with not a little amusement. Colonel Clark was reported first as captured and then as killed in the battle of Chantilly. A telegraphic dispatch was even sent to the army giving directions for sending on his body. But the colonel soon answered it himself, saying that he still had need of it for his own use, and a few days later he presented himself in person at the door of one of the professors with whom Mrs. Clark was passing a few days, and ringing the bell, inquired if the Widow Clark was there![1]

[1] Colonel Clark denied having returned this answer, I believe. But he would have been very likely to return such an answer; if not true to the letter, it bears internal evidence of *verisimilitude*.

Sometimes the sad intelligence, conveyed by newspaper, letter, or telegraph—conveyed perhaps through the medium of a friend and broken as kindly and tenderly as possible to the afflicted individual or the bereaved family—was too soon confirmed by the arrival of the lifeless body. Then followed the funeral service, the great congregation in the chapel or the church, the prayers and dirges, the address or commemorative discourse, and the long procession of students and citizens, mourners all, to the place of burial. Amherst was witness to not a few such scenes in the course of the war.

The "Roll of the Graduates and Under-Graduates of Amherst College who served in the Army or Navy of the United States during the War of the Rebellion," printed in 1871, records the names and in brief the services of two hundred and forty-seven men, of whom seventy-eight were under-graduates and one hundred and sixty-nine were graduates. When the semi-centennial catalogue was issued in 1872, the number of graduates, then more fully ascertained, had grown to one hundred and ninety-five. Among these were six former tutors of the college. Two of these sacrificed their lives in the service.[1] Of the two hundred and forty-seven names on the roll, ninety-five, or nearly thirty-nine per cent of the whole, enlisted as privates. Some of them were immediately elected to some office and received commissions. The greater part of the others were pro-

[1] Dr. Charles Ellery Washburn of the class of '38, tutor in 1841 and 1842; and Rev. Samuel Fisk of the class of '48, tutor from 1852 to 1855, author of "Dunn Brown Abroad," and "Dunn Brown in the Army."

moted to one grade or another, and generally to successive grades, as the reward of meritorious conduct or faithful service. Amherst furnished in all thirty-five chaplains, some of whom were pastors of some of the largest and best churches in the city or the country, and not a few sacrificed their health and periled their lives in the service.

The college furnished thirty or more surgeons to the war.

Passing from chaplains and surgeons to other officers, we find on inspecting the roll and noting their rank at the close of their service, three brigadier-generals (two of them major-generals by brevet), nine colonels, twelve lieutenant-colonels, nine majors, twenty-five captains, seventeen first lieutenants, seventeen second lieutenants, nineteen sergeants, five corporals, besides a few ensigns, color-bearers, and several adjutants, quartermasters and paymasters of different ranks. Not a very brilliant show of superior officers in comparison with some of the less clerical colleges of the East, or some of the more belligerent institutions of the West, but showing a proportionate number of promotions far beyond the average among soldiers drawn from the community generally, and thus illustrating forcibly the value of the higher education in the military service. Never before nor since, not even in the Prussian army in the late Franco-German war, were there so many bayonets that could read, and so many shoulder-straps that could think, as there were in the army of the United States that put down the great rebellion; and to this element of intellectual and moral power no other communities contributed so largely as the col-

leges, and among the colleges none more than Amherst.

Thirteen of our soldiers were confined in rebel prisons, some of them dragged in succession through two, three, or four of those places of more than fiendish torture, and two of them welcomed death as a blessed deliverance from the starvation, insults, and cruelties, worse than death, to which such prisoners were subjected.

The classes that graduated soon after the opening of the war, as might have been expected, furnished the largest number of recruits for the service. In this respect '62 is the banner class, thirty of its members having gone to the war; '61 and '63 each sent twenty-three; '64 furnished fifteen; and '65 twenty-one for the service. The class of '65 lost the largest number; six of its members died in the service, four of whom died of mortal wounds received on the field of battle; '63 lost four men, three of whom were killed in battle; '64 lost the same number. The other classes above named lost one or two men each upon an average.

The graduates of the older classes were, of course, all above the military age, and could not be expected to furnish many soldiers. But not a few of them, as we learn from our correspondence, made up for the deficiency by sending their sons to the service. The oldest graduate whose name appears on our roll was Rev. Timothy Robinson Cressey of the class of '28, who went himself as chaplain of the Second Regiment of Minnesota Volunteers, and took with him five sons into the service.

"In all," he writes, "we served fifteen years in the

war, were in twenty different battles, and all returned in safety without the loss of a life or a limb. All still live, and four of us are preaching Christ crucified, in four different States, Minnesota, Michigan, Illinois, and Iowa."

Rev. William A. Hyde of the next class ('29) writes: "I had four sons in the war—two of them in nearly all the war. One of them suffered 'deaths oft' in rebel prisons for about ten months. He saw Libby, Danville, Andersonville, and Florence in that time."

Rev. Benjamin Schneider, D.D., of the next class ('30), the veteran missionary at Aintab in Western Turkey, and the venerable father and bishop of all the Protestant churches in that section, had three sons and a son-in-law in different stages of education in this country, one of them, William Tyler Schneider, a member of Amherst College, all of whom went to the war, three in the army and one in the navy; and his oldest son, James, a young man of rare promise who was preparing to rejoin his father in the missionary work, and who entered the army in the spirit of a missionary, lost his life in the service.

The names of all under-graduates who lost their lives in the service were, by vote of the trustees, enrolled among the graduates of their respective classes. Special favor and indulgence were extended freely, when asked, to all under-graduates who served in the army, and returned to college.

Through the wisdom of President Stearns and the liberality of his friend, the late George Howe, Esq., of Boston, the college rejoices in a monument such as exists nowhere else to commemorate the fallen

heroes of the war, viz., a memorial chime of bells placed in the tower of the College Church, which began to give forth their music at the Semi-Centennial Celebration, and which, in all coming time, while they fitly introduce the services of the Sabbath and accompany the exercises of our literary festivals, and grace all occasions of special interest, will always be associated with the heroic lives and martyr-like deaths of our brave soldiers, and, by perpetuating their memories, stimulate future generations of students to follow their example. Among the fallen whose memory will thus be perpetuated is a son of the liberal donor, Sidney Walker Howe, of the class of '59, who was killed in the battle of Williamsburg, May 5, 1862, only a few months after he entered the service. The gun captured in the battle of Newbern, and bearing the names of those who fell in that battle, stands in the vestibule of the Art Museum. Thus coming generations will be reminded of the virtues and sacrifices of our brethren who lost their lives in the War of the Great Rebellion. And so long as a single classmate or college-mate shall survive, we will enshrine him in the memory of our hearts. And often as we meet at our annual reunions and call the rolls of our respective classes, when their names are called, their surviving classmates will respond for them: "Dead on the field of battle"—"Died for their fatherland."

The war closed in 1865, leaving the college sadly depleted in numbers, and with many mourners. But in the years immediately following under the care of President Stearns new life came to take the place of that which was lost, the classes gradually filled up,

and the happy prosperity of former times was renewed and increased, as we have described in the preceding chapter concerning President Stearns's administration.

One event of importance, however, immediately following the sixties remains to be named—the Semi-Centennial Celebration.

The alumni and friends of a college whose foundations were laid in a religious faith and consecration so nearly akin to those of the patriarchs and prophets of olden times might well keep the fiftieth anniversary of its opening as a "jubilee."

The first steps towards associated action were taken by Prof. Roswell D. Hitchcock of New York city. He brought the subject before the alumni at their annual meeting, July 8, 1868, and at his motion the following resolutions were adopted:

"Whereas our Alma Mater in three years from now will have completed her first half-century; therefore

"Resolved, That the trustees of the college be requested to make provision for the celebration of that event.

"Resolved, That Prof. William S. Tyler, D.D., be requested to prepare a history of Amherst College, which shall be ready for delivery at Commencement, 1871, and that he be requested also to address the alumni on that occasion.

"Resolved, That a committee of three be appointed to confer with the trustees and with Professor Tyler, and to act as a committee of arrangements for our approaching semi-centennial."

In accordance with this last resolution, Prof. R.

D. Hitchcock, W. A. Dickinson, Esq., and Prof. R. H. Mather were appointed such a committee, to whom, at the annual meeting of the alumni, July 13, 1870, Professors Edward Hitchcock and J. H. Seelye were added.

At the annual meeting of the board, July 9, 1868, the foregoing action was approved by the trustees, and the prudential committee was authorized to confer with the committee of the alumni.

At the annual meeting of the trustees, July 13, 1870, a special committee, consisting of the president and Doctors Paine, Sabin, and Storrs, was appointed to make arrangements, conjointly with the committee of the alumni, for the celebration of the jubilee of the college in 1871.

There was some discussion and some difference of opinion among the alumni and friends of the college as to the proper time for the celebration. As the first Commencement was held in 1822, the Commencement in 1871 would be not the fiftieth but the forty-ninth anniversary of that day, and it seemed to some, at first thought, that the celebration should be at the fiftieth Commencement, which would be in 1872. But it was the opening of the college to receive students, and not its first Commencement, which its friends desired to celebrate, and as it was agreed that Commencement week would be the most suitable and convenient time for the celebration, the conclusion was quite unanimously reached that the Commencement of 1871, although it would occur some two months earlier than the exact anniversary of the opening, should be the time.

Not a few of the alumni reached Amherst the Sat-

urday previous to Commencement, and remained till Friday or Saturday of the next week, that they might have time to recall old recollections and keep a week of jubilee. The exercises of the week were opened as usual on Sunday by the Sacrament of the Lord's Supper in the Chapel in the morning, and the baccalaureate sermon in College Hall in the afternoon. President Stearns very appropriately took for the text of his baccalaureate, Leviticus xxv. 10, "Thou shalt hallow the fiftieth year," and discoursed on the religious history and characteristics of the college, paying at the same time a feeling and generous tribute to the men, especially the members of the faculty, who, through poverty and reproach, had stood by it in its dark and trying hour.

Monday and Tuesday were devoted as usual to the prize exhibitions and declamations, and to the exercises of Class-day, the out-of door performances of the latter, however, being nearly drowned out by copious showers which were to purify the air for the next day.

Wednesday from early morning to a late hour in the evening was given up to the jubilee. The day dawned auspiciously, and continued clear and bright, yet cool and comfortable even to its close. It seemed made—it doubtless *was* made—for the occasion. In the exercises of the morning, Hon. Samuel Williston, the generous benefactor of the college, fitly presided. The exercises were opened with prayer by Rev. E. P. Humphrey, D.D., of Louisville, Ky., of the class of '28, and the eldest son of the second president. The assembly then joined in singing the doxology,

"Praise God from whom all blessings flow,"

after which followed the address of welcome by President Stearns, and the historical discourse by Professor Tyler.

In the afternoon, Hon. A. H. Bullock of the class of '36, presided, and addresses were made by the presiding officer, by Professor Snell, '22, Dr. Edward P. Humphrey, '28, Rev. H. N. Barnum,[1] '52, Rev. H. W. Beecher, '34, Prof. E. A. Park, Prof. R. D. Hitchcock, '36, and Waldo Hutchins, Esq., '42.

The addresses, both of the forenoon and afternoon, besides being printed in full at the time in *The Springfield Republican*, have been published in the form of a pamphlet, and, having been sent to the alumni generally, have doubtless been read by most of the readers of this history. It is therefore quite unnecessary that they should be made the subject of analysis or remark. A letter from Dr. R. S. Storrs, of the class of '39, which was read by Henry Ward Beecher, is also contained in this pamphlet, together with the addresses of Prof. H. B. Hackett, '30, Bishop Huntington, '39, Hon. H. S. Stockbridge, '45, Willard Merrill, Esq., '54, and George C. Clarke, Esq., '58, which were not delivered for lack of time.

The exercises were held beneath a spacious tent which was spread under the shadow of the trees in the grove where the students of Amherst, through all their generations, have found exercise and recreation, have walked and talked, have sat and conversed or meditated, and where every object that met the eye, whether in the grove or on the grounds, or in the distance, called up old memories, revived hallowed associations, and spoke with scarcely less power

[1] Of the Turkish Mission.

than the speakers, to their minds and hearts. The audience was large and the tent well filled in the morning. In the afternoon, it was full to overflowing, and it was calculated that there were at least three thousand persons in it, besides many who stood around the open sides, or sat in their own carriages on the grounds.

Nearly seven hundred of the alumni were present, that is, almost one-half of the whole number of living graduates—a number two or three times larger than had ever before attended Commencement, and "a larger proportion, probably, than ever assembled at any American college." Every class was represented. One-third of the first class ('22) was present —one-half of its living members. That half was Professor Snell. He lamented in his address the absence of the other half, which he modestly and playfully declared to be "the first half, the oldest half, the greatest half, and the best half"—the Rev. Pindar Field. All the surviving members of the second class ('23) were present, viz.: Rev. Theophilus Packard and Rev. Hiram Smith, both from the far West; '24, '26, and '27, were each represented by three persons, about one-third of the surviving members, and these came from almost as many different States and belonged to nearly as many different occupations as there were persons. The class of '25 was the only class except that of Professor Snell, of which there was but a single representative present, and he came from Conway in obedience to a telegraphic dispatch sent by some zealous brother alumnus that every class might be represented. Six out of seventeen survivors represented '28, '29 was

represented by five out of nineteen, '30 by ten out of sixteen, '31 by fifteen out of thirty-seven, and '32 by nine out of twenty-three. So much for the first decade. In the second decade ('32–'42), the largest number present was from '39, viz., sixteen out of thirty-seven living members; and the largest proportion was from '36, viz., thirteen out of twenty-eight. The average attendance from the classes of this decade exceeded thirty-five per cent of the living members. In the third decade the percentage was but little more than twenty-five. In the fourth decade it ran up nearly to fifty per cent, and in the last period, as might have been expected, it rose to considerably more than half the living members. The largest number from any one class was from '69, who by special request granted by special favor of the trustees, received their second degree in 1871, and who were represented by thirty-three members. Next to '69 stood '65, being represented by twenty-nine members. These facts, which may perhaps be reckoned among the "curiosities of the jubilee," have been gathered from the cards which were hung, one for each class, in the reception room in Walker Hall, and to which the names of the alumni were transferred as fast as they registered them, so that each alumnus might know who of his class were present, and where they were to be found. These cards or scrolls (for they are more than a foot square) have been preserved, and will be among the curiosities of literature in coming ages. The original register in which the alumni entered their names as they arrived may also be seen in the library, and is an autograph book of rare and unique interest.

The alumni came from every part of our own country and from every quarter of the globe. Classmates and friends who boarded together, perhaps roomed together, perhaps sat side by side for four years, but who had not seen each other for ten, twenty, thirty, forty, almost fifty years, met as strangers, gazed in each other's faces, heard each other's voices, and perhaps did not discover a trace of the features or even the tones once so familiar, or did perhaps catch a ray, and at length, with the help maybe of a hint or allusion from a bystander, began to conjecture the person; but when the discovery was made, they rushed into each other's embrace. Many such scenes of bewilderment marked these meetings and greetings in which the language was often little more than a strange mixture of laughter and tears. Wednesday evening was given up to a reunion in College Hall, and much of the night was spent in class meetings of such deep and thrilling interest as only they who have been present at such meetings know, and even they cannot fully tell.

They seem to have gone away pleased with themselves and each other, proud of their mother, loving their brothers, feeling that they had a good time, and fully persuaded that whoever should keep the centennial jubilee of the college in 1921 would have a still better time and find a great deal more to admire and rejoice in.

Several of the classes left behind them class scholarships as an expression of their gratitude and filial devotion. The plan as originated by Prof. R. D. Hitchcock contemplated at least one by each class. His own class set the example by establishing

three.[1] The catalogue issued in the fall of 1871, next after the jubilee, announces fifty scholarships in all, of which about half were not on the previous catalogue,[2] and several other class scholarships as established in part. When the harvest is all gathered in, perhaps the result will be not less than fifty scholarships of one thousand dollars each, which, with Mr. Williston's donation, will make up the handsome sum of one hundred thousand dollars of free-will offerings resulting directly or indirectly from the jubilee.

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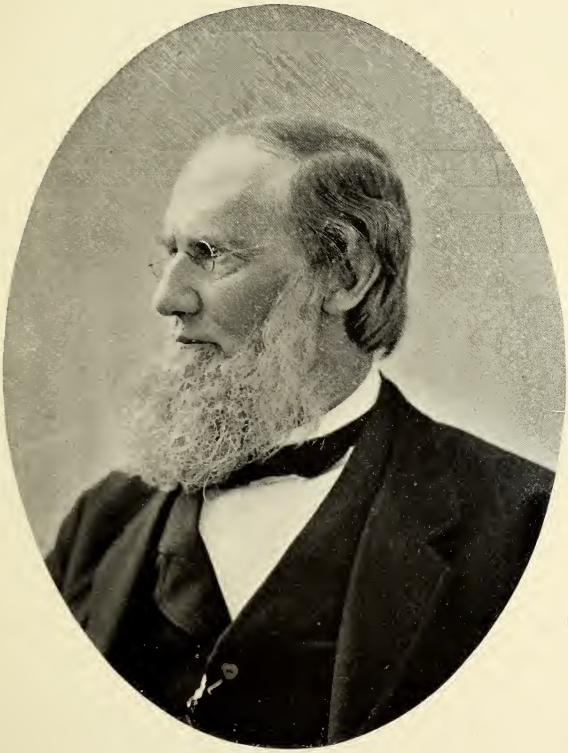
[1] Including that established by Governor Bullock.

[2] Several of these are not class scholarships.

CHAPTER X.

DIFFICULTIES IN SELECTING PRESIDENT STEARNS'S SUCCESSOR—PROFESSOR SEELYE'S ELECTION—SUCCESSFUL OPENING OF HIS ADMINISTRATION—ADDITIONS TO THE FACULTY—THE ADMINISTRATION OF PRESIDENT SEELYE—INAUGURATION OF THE "AMHERST SYSTEM"—REMARKABLE PROSPERITY OF THE COLLEGE.

THERE were several novel and important features in the accession of Professor Seelye to the presidency. He was the first and only alumnus of the college who has attained to that distinction. He was the first professor on the literary and philosophical side of the faculty to be elevated to that office. But aside from these incidental novelties a new question arose for the first time in connection with his nomination and election. In the appointment of his predecessors it was taken for granted, as a matter of course, that the president of Amherst College must be a clergyman —that he was to be the head of the college in its spiritual interests as well as in literature and science, and that he must be chosen with primary reference to his Christian character and his influence in the religious education of the students. When Professor Seelye was elected, there was a minority of the trustees, and perhaps a majority of the faculty, who were at first in favor of the appointment of a distinguished



Very truly Yours
Julius H. Seelye

layman, who might give dignity to the office and bring reputation to the college. And this movement was prevented from being successful and becoming an accomplished fact by circumstances so remarkable that I cannot but regard them as special providences deserving to be recorded by the historian of the college among the *magnalia* of its early history.

I have therefore taken not a little pains to ascertain the facts from original and authentic sources, and put them on record till such times as they can be incorporated with the history of the college without injury to the feelings of any of the actors, which will probably not be until not only myself but they also have passed off the stage. Meanwhile the following general statements may perhaps be recorded without impropriety in this history.

In justice to those who favored such a departure from the precedents and traditions not only of Amherst, but of all our older colleges, it should be remarked that the recent establishment of a professorship of the pastoral care, whose incumbent should be the pastor of the College Church, or associate pastor with the president, doubtless seemed to them to render it less important that the president should be a clergyman and one who would be especially interested in the Christian education of the students.

President Stearns died suddenly, as we have narrated in a preceding chapter, on Thursday, June 8, 1876. He had fully determined to resign the presidency at the approaching Commencement, and had already written his resignation. He wished, however, and expected, to retain for the present the pastorate and the Samuel Green professorship of Biblical

interpretation. This was the more natural and proper because the founder of the professorship had expressly provided in his will that Dr. Stearns should perform the duties of the office and have the income of the fund during his life. Only one week prior to his death he had an interview with his friend, Hon. Alpheus Hardy, in Boston, in which he disclosed to him his plan and purpose, and desired him to communicate the same to the trustees at their approaching meeting and carry the measure through the board, adding that it was with this view that he had induced the trustees not to accept Mr. Hardy's resignation of his trusteeship tendered the year previous, and there was no other member of the board to whom he could so freely and fully confide a matter of so great importance. Mr. Hardy accepted the trust in the same spirit of confidence and friendship in which it had been committed to him, and then asked President Stearns if, in view of the trust thus reposed and thus undertaken, he would be willing further to make known to him his views in regard to the question who should be his successor in the presidency. President Stearns then expressed himself with great frankness to his friend, and gave him the names of three men, all clergymen and all alumni of the college, either of whom he thought would fill the place well, and one of whom he hoped might succeed him in the presidential office. One of those names was that of Professor Seelye. Just a week after that interview Mr. Hardy took up a newspaper in New York, and read of the sudden death of President Stearns.

At the annual meeting of the trustees, June 27, 1876—only three weeks after the death of the presi-

dent—a committee was appointed to take into consideration the presidential vacancy and report at a meeting to be held in Boston not later than the first week in August. This committee found themselves beset with difficulties. They differed among themselves, both as to the general question whether the president should be a clergyman, and in their personal preferences in regard to the most suitable candidate for the office; and this difference of wishes and feelings in the committee represented or reflected a corresponding difference in the whole board. The members of the faculty were officially consulted, and it was found that they were about equally divided, half of them favoring strongly the appointment of Professor Seelye, and the other half preferring some other candidate, the scientific professors, as a general fact, being unfavorable, and those in the departments of literature and history favorable to the appointment of Professor Seelye. Besides their fear that he would not do justice to science in the presidency, there were personal and general grounds of opposition both in the faculty and in the Board of Trustees. He would not be popular with the students. He could not sympathize with young men. He would be autocratic, overbearing, and severe in the administration of the government. He would not be, he could not be expected to be, impartial in his relations to the faculty. In short, it was a pity to spoil a good professor in order to make a poor president.

Political prejudices also came in to aggravate the difficulty. Professor Seelye was at this time a member of Congress, having been elected in 1874 over the nominees of both the great parties by the inde-

pendent votes of republicans and democrats. He had already served through the first session of the Forty-fourth Congress with distinguished success, and was bound in honor to represent his constituents in the coming second session, and what further political possibilities, probabilities, temptations, and aspirations might lie before him in the future no one could tell. He had been suspected at one time, very unjustly, of aspiring to supersede Dr. Stearns in the presidency of the college. Now perhaps he would be tempted to aspire to the presidency of the United States. There was a strange fascination in the atmosphere of Washington which it was not easy for those who had once breathed it to resist. Professor Seelye would of course be solicited to be a candidate for a second term in the House of Representatives,[1] and would naturally desire re-election, and this might open the way to the Senate, to a place in the Cabinet, to no one knew what honors. Under such circumstances it was not at all likely that he would accept the presidency of the college, if it was offered him. After much discussion, at the close of a long session which came perilously near to ending without anything being done, the committee at length agreed to open a correspondence with him and offer him the nomination on certain conditions. The correspondence was opened, but it only multiplied and aggravated the difficulties. The office of representative

[1] If this question of the Amherst presidency had come up three or four months later,—if, for instance, President Stearns had died in September, instead of in June, President Seelye would in all probability have been committed to a continuance in political life, and would have been lost to the college.

in Congress had come to him unsought and unconditioned; why should he submit to any conditions now? No pledges were required of him then; why should they be asked of him now?

The whole thing wore too much the aspect of a bargain, and a bargain for a place was to him an unspeakable abhorrence. He had never in his life lifted a hand or paid a penny for a place, and it would be soon enough for him to say whether he would accept the presidency of Amherst College when it was freely and fully offered to him. In the course of the correspondence, which was prolonged and some of it spicy, it became apparent that while the professor had little taste or inclination for politics, he had a positive dislike and disinclination to many of the peculiar and perfunctory duties of a college president, which nothing but a manifest call of Providence and an imperative sense of duty could induce him to undertake.

But I have already gone more into the details of this transaction than I intended, perhaps more than was prudent or necessary. Suffice it to say, that the committee was at length led, it is needless to say how, to offer him a unanimous call; the professor was led to see, it is not necessary to say under what influences, that it was a call of duty and of God; and at a meeting of the board held in Boston on the 28th of July, 1876, the trustees by a unanimous vote elected him president and professor of mental and moral philosophy in Amherst College. And it is now quite unnecessary to tell in detail how completely experience has falsified the fears and forebodings of those who opposed the election of Professor Seelye to the presi-

dency. It was feared that he would be partial to literature and philosophy, and unfriendly to science. One of the first acts of his administration was to take measures for the purchase by the college of the Shepard cabinet and to raise by his own personal efforts the large sum of money by which it was procured. This was soon followed by the inauguration of the department of biology and the Stone endowment. It was feared that he would be partial to his particular friends in the faculty, and harbor resentment against those who opposed his election. So far from that, the language of the Tyrian queen would seem to have been his motto:

Tros Tyriusque mihi nullo discrimine agetur.

It was said that he would be dictatorial and severe in his administration of the government, unsympathizing and so unpopular with the students. "The New System" of self-government at Amherst, which is the admiration of Amherst students and the envy or the model of other colleges, is the best and the sufficient answer to this allegation. Indeed they who feared any such thing of President Seelye could have known little of *Professor* Seelye's devotion of time, talents, attainments, and personal services to individual students. This grand secret of his power and usefulness as a teacher had only a freer scope and wider sway and higher appreciation when he became president. They had more reason who apprehended that his sovereign contempt and scorn for everything unworthy of a man and a scholar might make him impatient of the follies and imperfections of students. But responsibility brings patience and

forbearance, and this fear proved to be utterly groundless. It was said that he would have neither talent nor disposition to raise money for the college. The Shepard cabinet, the Parmly Billings professorship of hygiene and physical education, the Chester W. Chapin endowment of the presidency, the Stone professorship of biology, the Marquand instructorship in elocution, the Winkley professorship of history, the rebuilding of Walker Hall after the conflagration, the Pratt gymnasium, the Henry T. Morgan library, the munificent donation of Mr. D. Willis James for the general purposes of the college coming into the treasury after his resignation, but given out of special regard to him, and hence named the Seelye Fund—all these and other gifts of which a more definite statement will be given on a subsequent page, rise up before us and testify how utterly without foundation, and diametrically opposite to the truth, this prediction was. True, several of these gifts, perhaps most of them, were not solicited, but the witness they bear is only the more unequivocal and the more eloquent because the gifts were the spontaneous expression of the confidence and good will of the donors.

In short, I believe that the same wise and kind Providence that has raised up his predecessors, all excellent men, and each with gifts and graces suited to the exigency, made President Seelye, and educated him, and sanctified him, and by all his antecedents prepared him, in the first place to be a great and rare educator, and then to be president of Amherst College and guide it in the accomplishment of its great work; and so God did not permit His plan and

purpose to be thwarted by the disinclination of the candidate himself, by the doubts and mistakes of good men and friends of the college, or by outside temptations, however strong, to other spheres of action.

President Seelye's election took place, as we have already said, in July, 1876, and he entered upon the duties of the office in September at the beginning of the next collegiate year. But in accordance with his understanding with the trustees he completed his term of service in Congress by sitting through its second session, leaving the acting presidency meanwhile in the hands of Prof. W. S. Tyler; and he was not inaugurated until the close of his first year. The inauguration took place at Commencement, June 27, 1877. The public exercises consisted of prayer by Rev. Edmund K. Alden, D.D., of Boston, the address on the part of the trustees and the delivery of the seal and the keys of the college by Rev. Prof. Roswell D. Hitchcock of Union Theological Seminary in New York, and the inaugural address of President Seelye. Dr. Hitchcock spoke with characteristic felicity, beginning as follows: "The whole college bids you welcome to its highest seat, trustees, alumni, teachers and students are all united and earnest in the persuasion of your eminent fitness for the new position, united and earnest also in the expectation of your eminent success. You are no stranger here, and nothing is strange to you. Made president of the college after eighteen years of constant and conspicuous service in one of its departments of instruction, the element of novelty is almost wholly wanting. Retaining the chair in which you have earned your fame, you now

merely add to its familiar duties that general oversight of the institution with which you must be almost equally familiar.

"You are also well across the threshold of the new office. The class that graduates to-morrow carries with it the memory of your first presidential year. And neither you nor we have anything to ask for but a repetition of the year's record for many and many a year to come.

"The college is happy and proud to be led at last by one of its own alumni. Your four predecessors were all providential men. The four administrations lie in our history like so many geological deposits. The future need not contradict nor criticise the past, but a robust vitality instinctively asserts itself in better and better forms. We salute you, therefore, at once as the fifth and as the first of our Amherst presidents."

The inaugural address is equally characteristic. Its subject is "The Relations of Learning and Religion." It begins with stating the fact, that "Amherst College was founded by Christian people and for a Christian purpose. . . . From President Moore, in whose saintly zeal the earliest students of the college found both instruction and inspiration, to President Stearns, whose purity and faith surrounded his presence like a halo, ennobling him and enlightening and elevating all who had contact with him, the controlling purpose of the college has been to provide the highest possible educational advantages, and to penetrate these with a living faith in the Lord Jesus Christ, and a supreme devotion to His kingdom. And in all this Amherst College is not

peculiar. Other institutions of learning have been founded and carried forward with the same purpose. The schools of the Christian world trace their actual historical origin to the Christian church."

The middle and main staple of the address is the author's philosophy of the subject, which is briefly this: There is no inherent law of progress in human nature. Over by far the larger portion of the globe, and by far the larger portion of mankind, retrogression reigns instead of progress, and this is true as we look back through all ages. So far as records of history go, no nation ever originated its own progress. No savage has ever civilized himself. The lamp which lightens one nation in its progress has always been lighted by a lamp behind it. Civilization comes to a people not from itself, but from another, not from within but from without, not from below but from above, not from the many and bad but from the few and the wise and the good, ultimately from heaven and Christ and God. In the history of human knowledge science is always preceded and quickened by art, yet art does not spontaneously originate. While the mother of science, she herself is the child of religion. Architecture, sculpture, painting, poetry, music, it was a religious impulse which gave to all these their first inspiration. There is no high art, there is never a great genius, uninspired by some sort of a religious sentiment and impulse. As the seed whose growth shall fill the fields with plenty and also the earth with beauty, slumbers in the earth in darkness, and with no signs of life till the warmth of the sun comes nigh, so all the thoughts of men, with whatever capabilities of

art and science endowed, lie dormant in the soul till some divine communication stirs the soul with the sense of its accountability and its sin and kindles it with a longing for the favor of its God.

And the conclusion of the whole matter is this: "A Christian college, if it is to be in the long run truly successful in the advancement of learning, will have the Christian name written not alone upon its seal and its first records, but graven in its life as ineffaceably as was the name of Phidias on Athene's shield. It will seek for Christian teachers and only these—men in whom are seen the dignity and purity and grace of Christ's disciples, and whose lips instruct while their lives inspire. It will order all its studies and its discipline that its pupils, through the deep and permanent impulse of a life by the faith of the Son of God, may be led to the largest thoughts and kindled to the highest aims with an energy undying, and an enthusiasm which does not fade. It will not be ashamed of the Gospel of Christ nor remiss in preaching that gospel to its students, 'till they all come in the unity of the faith and of the knowledge of the Son of God unto a perfect man.'"

With such views of the relation of learning and religion, and fully believing, as he did, that the president of a college should be its religious as well as its secular head, it is not surprising that he chose to be the pastor of the College Church. He was installed in the pastoral office in June, 1877, even before he was inaugurated in the presidency, an ecclesiastical council, consisting mainly of the pastors and delegates of the neighboring churches, being invited by the College Church to assist in the installation ser-

vices, and a sermon being preached by Rev. Dr. R. S. Storrs of Brooklyn, a graduate of the college, and a member of its Board of Trustees. At the same time, magnifying the pulpit and the pastoral office as an educating power, and feeling that there was work enough in that line to task the energies of more than one man, and that work could not be fully done without some one being charged with the special responsibility of it, he welcomed an associate pastor in the Samuel Green professor of Biblical history and interpretation and pastoral care. According to the will of the founder of this professorship, it will be remembered, its incumbent must be either pastor or associate pastor of the College Church, and, while it was expressly provided that Dr. Stearns should hold the professorship together with the presidency, it was required that after him the two offices should be separated, and during the presidency of Dr. Seelye he continued to be the pastor of the church, and the Samuel Green professor was the associate pastor.[1] Besides the president and the professor of the pastoral care, several other professors who were clergymen occupied the college pulpit in turn, as they had been accustomed to do from the beginning, thus securing that variety which is so attractive to young men, and at the same time enlisting the professors directly in ministering to the spiritual welfare as

[1] Experience at length convinced President Seelye that the professor of the "pastoral care" ought to be the pastor of the College Church, and in one of his later annual reports to the trustees he states to them this conviction, saying that while personally he should prefer to be himself the pastor, the pastoral office was essential to the free and full discharge of the duties of the Samuel Green professorship.

well as the intellectual culture of the students. This arrangement may not be as acceptable to students as that which now prevails of inviting popular preachers from abroad to occupy the pulpit several Sundays every year. But it had its counterbalancing advantages. While providing a good measure of variety it did not minister to mere curiosity and love of novelty, and it did secure in a greater degree unity of instruction and impression, adaptation to the prevailing and changing wants of the audience, and concentration of the whole power and influence of the faculty upon the Christian character and life of the college. President Seelye believed in the formation of character and the education and training of the whole man as the chief end of the college, in the pulpit as a great power in such education, and in ministers as by their own training, character, and life an educating guild, class, or profession. He had no sympathy with the now prevailing and growing prejudice against clerical presidents and professors, still less with the clamor and outcry among college students against so-called compulsory attendance upon church and chapel services. Much as he enjoyed teaching his favorite philosophy to the senior class, he delighted still more in preaching the word of God and the gospel of Christ to the whole college. And he preached usually without notes, but never without much thought and prayer, the great central truths of Christianity with a depth of thought, a breadth of learning, a power of reasoning, a wealth of expression, and a fervor of feeling which lifted his hearers quite above themselves and the world into the very presence of God and of things unseen and eternal.

The first incumbent of the Samuel Green professorship and the office of associate pastor with President Seelye was Rev. Thomas P. Field, who entered upon the duties of the office in 1878. Dr. Field had gained a wide experience and won an enviable reputation both in college and in the pastoral office, having been both a tutor and the professor of rhetoric and oratory in Amherst, and pastor of churches successively in Danvers, Mass., Troy, N. Y., and New London, Conn. By his attractive person, sympathetic nature, courteous manners, high scholarship, wide and varied culture, and his success as a teacher and a preacher, he was admirably fitted for the place. But to borrow his own language in his brief history of Amherst College written for the bureau of education, "as no more preaching was required of him than of the other preaching professors, as the president continued to be the pastor of the College Church, and as there were difficulties in the way of pastoral visitation not found in other parishes, the first incumbent of the professorship was a professor rather than a pastor. He gave instruction in the Hebrew language and literature, gave some lectures on Biblical history and on examples of Christian character, and taught classes in natural theology and the evidences of Christianity, devoting as many hours to such instruction as the other professors did in their departments. This did not seem to be precisely the original object of the professorship, but came as near to accomplishing the same as appeared to be practicable under the circumstances, with the continual consciousness, however, on the part of the incumbent that something better might be attempted and done. With that

feeling he resigned the professorship in 1886, and after a few months Rev. George S. Burroughs, of New Britain, Conn., was appointed." With superior talents, fine scholarship, courteous manners, an amiable spirit, Christian zeal, and a heartfelt desire for the temporal and eternal welfare of the students, Dr. Burroughs labored with rare fidelity, earnestness, and enthusiasm as pastor, preacher, and teacher, and accomplished much for the upbuilding of the College Church and the advancement of Christian learning. His success as a Bible teacher in inspiring even irreligious students with enthusiasm in the study of the Scriptures was remarkable. In the pulpit and the work of the pastor he found it more difficult to realize his high ideals, and when, in 1892, he was invited to the presidency of Wabash College, the consciousness of this difficulty perhaps conspired with the attractions of the new sphere of usefulness in inducing him to accept the call.

President Seelye was wise and happy in his choice of new professors. His first question in regard to a candidate was not, Is he popular, has he a high reputation and a great name, is he already distinguished as a scholar and a teacher? but, What sort of a man is he, is he a real, true, and complete man? He must be a Christian of course, for "the Christian is the highest style of man." He must be a scholar, for how can he teach what he does not know? He must be apt to teach, for teaching, not discovery or original research, is the business of the college professor. It is well that he should be a discoverer, with a mind open to receive the truth, all truths whether new or old, although the man who knows

the most, and has made the greatest discoveries, is not always the best teacher. But first of all, and above all, he must be a man, and full of a noble ambition to make others men, for to make men is the chief end of a college education. Or if, as the old Greek philosopher said of his countryman, the candidate is not yet a full-grown man, he must give promise of becoming such, and of being able, by precept and example, to make others such as he himself aspires and promises to be. Hence President Seelye sought his professors chiefly not among those who had done their work and won their reputation in other institutions, but among the graduates of Amherst, whom he personally knew and upon whom he had placed his own shaping hand, and let them grow under his own eye and influence from instructors to assistant professors, and from assistants to associates and heads of departments. Accordingly there was a time in his administration when the writer of this history could speak of all the faculty as having been his pupils, and the president could have said to his ablest professors, as the aged Phœnix did to the hero of the Iliad:

> "Great as thou art, my lessons made thee brave.
> A child I took thee, but a hero gave."

By taking its teachers, for the most part, from the ranks of its own graduates, and paying, as a rule and a principle, the same salary to all regular professors after due trial and full approval, Amherst has escaped envyings and jealousies, divisions and contentions in the faculty, and secured a substantial unity, a fraternal sympathy, a hearty coöperation, and a steadfast adherence to the ideals of the college, which

have contributed not a little to its peace and prosperity.

Elihu Root, professor of mathematics and natural philosophy; Anson D. Morse, professor of history; Henry B. Richardson, professor of German; John M. Tyler, professor of biology; Charles E. Garman, professor of mental and moral philosophy; David P. Todd, professor of astronomy; John F. Genung, professor of rhetoric; Henry A. Frink, professor of oratory; William L. Cowles, professor of Latin—all these were inaugurated in their professorships under the administration and on the recommendation of President Seelye. All but two of them are graduates of Amherst. Only one of them had been a professor in another college. All but one were men who, after having pursued studies preliminary to their professorships at home and abroad, began their teaching in Amherst, gained their experience and their reputation in Amherst, have been identified with Amherst in their own education and their education of others. All superior scholars, all consistent and devoted Christians, all students, workers, teachers, educators making a business of teaching and magnifying education as the highest calling, some of them known also as authors of text-books, writers for the magazines, and lecturers in the cause of university extension, they have all been a success, an honor to the college and an ornament to their profession.

President Seelye himself continued to teach for some years after his elevation to the presidency, in the department of intellectual and moral philosophy which he had so adorned as a professor. Finding his labors too exhausting, and seeing in Mr. Garman

a philosopher of his own school and a teacher after his own heart, he at first divided the work of teaching the senior class equally with him, and ere long resigned it entirely into his hands. And he has been heard to say that, by introducing the spiritual philosophy into the college, and leaving the department in the hands of such a teacher, he has conferred a greater benefit on the institution than all his other services. And Prof. W. B. Smith, of Union Theological Seminary, gave the sanction of his great name to this high estimate of the value of this department as it exists in Amherst College.

President Seelye has always insisted that the strength of a college lies, not in magnificent buildings, elegant grounds, large endowments, or a large number of students, but in the high character and able and faithful work of its faculty. Hence his great care in the choice of professors, the weighty responsibility which he devolved on every teacher for the good order and high scholarship of his classes, and the kind sympathy and cordial support which he gave to every teacher in the faithful discharge of his duties. And the whole faculty in return, the older members as well as the younger men, were united as one man in love and loyalty to their president, sustained him in harmonious and happy faculty meetings, and stood by him, shoulder to shoulder, in the execution of measures which he perhaps had originated and they had approved.

Three professors of sterling worth died in office during the presidency of Dr. Seelye—Ebenezer Strong Snell, Elihu Root, and Richard Henry Mather.

Professor Snell was altogether a unique personage in the history of Amherst College, and deserves a fuller portraiture than can be given in this history. We can only refer those who wish for an outline sketch of his life and character to our original work. Here it must suffice to say that he was born in North Brookfield, Mass., October 17, 1801, and died September 18, 1876, and was therefore a little short of seventy-five at the time of his death; that he was the first student that was admitted and among the first that were graduated at the college, and the first tutor and the first professor among the alumni, and gave it more than fifty years of study and labor and care and painstaking, of the ablest instructions and the best services that have ever been given to Amherst or any other college; that, as professor of mathematics and natural philosophy, for exactness, clearness, and method in teaching, and skill as an experimental lecturer, he cannot be surpassed; that, by his own mechanical ingenuity and handicraft and his progressive mastery of the science, with a comparatively trifling expenditure of money by the college, he kept his cabinet abreast of the most costly apparatus of the richest colleges in the land, while, at the same time, he invented and constructed not a few machines illustrative of mechanics and physics which were not then to be found in any of them; that a vein of quiet humor and a felicitous turn of expression conspired with his modesty, simplicity, and kindness to make him one of the most genial of companions and colleagues, as well as one of the most admired and beloved of teachers, while his pupils felt the constant presence and power of something better than any

teaching, lecturing, or preaching in his true, pure, and exemplary Christian life.

Elihu Root, who succeeded Professor Snell in the professorship of mathematics and natural philosophy, was born in Belchertown, September 14, 1845, and died in his native place, December 3, 1880. He was only thirty-five at the time of his death, and had been only four years professor of mathematics and natural philosophy; and one of these years he was only assistant professor. But he had distinguished himself before his appointment by his high rank as a scholar in Williston Seminary, by winning several prizes in college and delivering the valedictory oration at his graduation, by his success as a teacher at Williston, and as an instructor at Amherst, by five years of successful study of philosophy and physics at Göttingen, Leipsic, and Berlin in Germany, and not least perhaps by his able thesis on dielectric polarization when he received the degree of Ph.D. at Berlin. And it is not easy to say whether he was more admired in college for his profound knowledge of physics and mathematics, or more beloved for his pure, beautiful, and noble character and life. But, alas, his bodily health and strength were not equal to his aspirations, and exertions and, like a flower nipped in the bud, he was cut down in the very beginning of his life-work.

> "Oh, what a noble heart was here undone,
> When Science's self destroyed her favorite son!
> Yes, she too much indulged thy fond pursuit;
> She sowed the seeds, but Death has reaped the fruit."

Professor Root was succeeded by Dr. Marshall Henshaw, not, however, with the title of professor

of mathematics and natural philosophy, but only as lecturer in that department. He was graduated at Amherst with high honor in the same class with Prof. Francis A. March, the class of 1845. He had been a successful and highly honored professor of mathematics and natural philosophy in Rutgers College under President Frelinghuysen. He had been the principal of Williston Seminary fourteen years, teaching the senior class on the classical side in Latin and Greek, and lecturing to the seniors on the English side in physics with singular ability and success, and raising the seminary to a height of prosperity and renown which it has never before or since reached. In his annual report to the trustees in 1883, after Dr. Henshaw had, by the experience of two years, proved his rare ability and skill both as a teacher and a lecturer, President Seelye recommended that he should be appointed professor of natural philosophy, saying, "He has all of Professor Snell's remarkable skill and ease in the handling of his apparatus in the lecture room, and a more extensive knowledge of the latest developments of the science of physics than Professor Snell in his later life was able to maintain; and while he does not equal Professor Root, as very few do, in the highest attainments of science, he exceeds him in clearness and interest and force as a lecturer." But the trustees did not make the appointment, the professorship of natural philosophy was not filled during President Seelye's administration, and Dr.[1] Henshaw contin-

[1] Dr. Henshaw received the degree of Ph.D. from the University of New York in 1863, and that of D.D. from Amherst in 1872.

ued to do the work of a professor under the title of lecturer till, in 1890, increasing bodily infirmities led him to resign.

Richard Henry Mather was born in Binghamton, N. Y., February 12, 1835. The blood of some of the best families of New England—the Mathers, the Masons, the Whitings, the Edwardses—flowed in his veins. He was graduated with highest honors both at Williston Seminary and at Amherst College, delivering the salutatory oration at the former and the valedictory at the latter at his graduation. To the discipline of the preparatory school and the college, he added the culture derived from repeated travel and study in foreign lands—study in Germany and Athens, travel at different times in Italy, Greece, Egypt, and Palestine. An accomplished scholar, an inspiring teacher, an eloquent preacher, a skilful man of affairs, a delightful companion, neighbor, and friend, with a personality that charmed all who knew him or met him, and made them his friends and the friends of the college, he loved Amherst more than he loved himself, gave it thirty-one years of able, faithful, and devoted service, subordinated to it all his personal ends, consecrated to it all his gifts, graces, and attainments, procured for it donations, endowments, and educational appliances. The Mather Art Collection was his gift as well as his monument. He raised all the money and made all the purchases for the singularly rich and choice selection. The rare architectural perfection of the new library building was largely due to his excellent taste, sound judgment, and remarkable business efficiency in superintending the enlargement. The John R. Newton



THE MATHER ART COLLECTION.

professorship of Greek was the gift of one whom he had attached to himself and to the college by his preaching and his personal attractions. But his most precious and enduring memorial was in the minds, and hearts, and life, and character of his numerous pupils. He taught them not merely the language, archæology, and art of the Greeks, not merely their poetry, and history, and philosophy, but their literature, and life, and morals, and religion. Nay, every lecture and recitation was a lesson in "the humanities," in human nature and human life, in the art of living, and living well. Hence he was a power in the government of the college, as well as in its education. President Seelye loved him and leaned upon him, and it was a sad hour and a sore trial to the good president when, on returning from a voyage to Europe for his own health, his first news was the death of his friend and brother, and his first public service was in officiating at his funeral. It was an irreparable loss to the college, a profound grief to troops of friends, and a sore disappointment to himself. He had spent the previous year in travel and study, partly in Germany, but chiefly in Greece and the island of Sicily, amid the monuments of Grecian architecture and sculpture and the scenes of Grecian life, and returned enriched with new materials for his work, inspired with new enthusiasm for his calling, fondly hoping, fully expecting to begin a new epoch, and that the most fruitful and brilliant in his life. Alas, he came back to suffer in a prolonged and painful sickness, to die a lingering and living death. But in that sickness and death he taught us lessons of resignation, fortitude, patience, and faith more im-

pressive and more sacred than he could have taught in all the lectures and sermons of a long life.

We cannot conclude these sketches of the Amherst faculty under the administration of President Seelye without alluding to the somewhat tragical but truly heroic element which Professor Crowell has contributed to our history in his blindness. A distinguished graduate of Phillips Academy, Andover, in 1849, and of Amherst College in 1853; teacher of Latin and Greek in Williston Seminary from 1853 to 1855; tutor in Amherst College in 1855–1856; student of theology at Andover in 1856 to 1858; professor of Latin and instructor in German at Amherst from 1858 to 1864, professor of the Latin language and literature from 1864 to the present time, and dean of the faculty since 1880, he has given to the college more years of able, faithful, and acceptable service than any other professor, except Professors Snell and Tyler, and his name now stands, next to that of the president, at the head of all the active members of the faculty. Meanwhile he has been representative in the Massachusetts legislature one year, and for very many years the compiler of the triennial catalogue and the obituary records of the college. He prepared also the "Roll of Members of Amherst College serving in the Army and Navy of the United States during the Rebellion," wrote the "History of the Town of Essex," and edited school editions of "Cicero de Senectute et Amicitia," "Cicero de Officiis," "Cicero de Oratore," the "Andria and Adelphi of Terence," and "Selections from the Latin Poets." In 1885 Professor Crowell, after prolonged and acute suffering, lost the sight of both his eyes. Yet he has not only

continued his instructions with unabated ability and success, but is now preparing new and improved editions of his classical text-books which give no evidence of impaired vision, enters new fields of study and teaching such as law and patristic Latin, keeps himself and his department fully abreast of the learning and spirit of the times, and, what is perhaps most wonderful of all, maintains his cheerfulness, humor, and buoyancy of spirits, and mingles in society and walks the streets, guided, of course, by the same eye and hand of wife, or daughter, or colleague, which have helped him in his literary labors, with an erect attitude and a quick and firm step which suggest to a stranger no thought that he is bereft of sight. Well might the trustees, at their annual meeting in 1886, express to Professor Crowell by vote, and put it on record in their minutes, "their gratification that he has been able to resume and carry forward so successfully through the year the duties of his department," a resolution which has been more than justified every year of the seven years that have since intervened.

The college is indebted to President Seelye for the selection and appointment of a model librarian in the person of Mr. William I. Fletcher, who is perfect master of his art and profession, and knows how to teach it both by precept and example, who has rendered a service of inestimable value to all libraries and all colleges by preparing and printing an index of general literature corresponding to Poole's index of periodicals, who has made himself useful and agreeable not only to his own guild and college, but to the college church, the town of Amherst, and the cause

of education and religion generally, and yet seems to be always at his desk, always at the service of every officer and every student, and always able and willing to assist every reader, so far as it can be done by books, in his investigations.



WALKER HALL.

CHAPTER XI.

THE BURNING OF WALKER HALL—THE BUILDINGS ERECTED DURING THE ADMINISTRATION—THE "AMHERST SYSTEM"—AMHERST COLLEGE REACHES ITS HIGHEST PROSPERITY—RESIGNATION OF PRESIDENT SEELYE.

While the character and work of the faculty was foremost and uppermost in the thought and care of President Seelye, he was not inattentive to the buildings, the grounds, the funds, the campus, the curriculum, the scholarship and deportment of the students, the general administration of the college. The first necessity for special attention to the buildings was occasioned by a great calamity which befell the college. The fact is thus recorded by Rev. Dr. Dwight, secretary of the Board of Trustees, on the first page of the second volume of their records: "On the night of the 29th of March, 1882, fire broke out in Walker Hall, the most costly and beautiful edifice of Amherst College; and all its very valuable contents were destroyed, with the exception of such as were secured in its vault. Among other articles that were lost was the second volume of the records of the Board of Trustees, containing the minutes of their meetings from the Commencement of 1868 to the Commencement of 1881. Of these minutes all that are now extant are a few scattered portions of the original drafts, accidentally saved by the secre-

tary, which, fragmentary as they are, it has been thought advisable to preserve."

On a subsequent page the secretary says: "Of the meetings of the board in the years 1876–77–78 no record remains." Of the meetings of the board in the other years recorded in the book that was burned, the diligence and skill of the secretary have given us a record which, like other records from his hand, is a model of accuracy and elegance, and which, fragmentary as it appeared to him, seemed to us to be very complete.

Would that some superhuman wisdom and power might have restored to us with equal completeness the other treasures that were destroyed by the fire! But alas, outside of the safe nothing was preserved. Not a person could enter the burning building. From the moment when the fire was discovered, probably almost from the moment the building took fire, the interior from roof to basement was wrapped in one universal sheet of flame. The mathematical diagrams of Professor Esty, the astronomical calculations of Professor Todd—the work of years,—the official papers and private studies of President Seelye, the apparatus of Professor Snell, much of it the invention of his own brain and the work of his own hand, all went up in flame and smoke. The minerals of Professor Shepard—a collection of gems, a cabinet of singular beauty and priceless worth—even these minerals, strange to tell, were reduced to ashes; scarcely a trace of them could be found in the débris after long and diligent search. It was vacation. The faculty were mostly out of town. The writer of this history was in Plainfield, N. J. He read the news

in the morning paper, and, for a time, it seemed almost as if Amherst College itself had gone up. Walker Hall had cost as much as all the other buildings put together. President Seelye was in Bethel, Conn. He was at first almost overwhelmed by the intelligence. The calamity was the harder to bear, because the property was insured for less than half its value—the building for only $35,000, when it cost $100,000; the contents for only $15,000, though Professor Shepard valued his collection alone at $75,000, and the college had actually paid $40,000 for it. It cost $10,000 to replace Professor Snell's apparatus, though much of it could not be replaced in the estimation of the professor and the college. Still in one week the president had procured from a single friend of the college a subscription, which, together with the $50,000 insurance, enabled him to restore the building. At a special meeting of the Board of Trustees held in Boston, May 2, 1882, it was voted that Walker Hall be rebuilt at the earliest date practicable, and that the president, the treasurer, Professor Mather, and Mr. A. L. Williston be the building committee. The two lower stories were rebuilt substantially on the same plan, and devoted to the same uses as before. The mineralogical collection, which before occupied the third story, having been so largely destroyed, and there being an urgent necessity for more recitation rooms, that story was chiefly devoted to that purpose, and was reconstructed on an entirely different plan and in a different style of architecture. The whole edifice was rebuilt in accordance with the vote of the trustees, "at the earliest date practicable," but with more solid ma-

terials and more perfect finish than that which preceded it, and as nearly fire-proof as possible, seemingly regardless of cost, but with supreme regard at once to permanence and elegance. And before another year came round, Walker Hall stood again on its old site, more than ever the archives, the treasury, the capitol, the acropolis of Amherst College. Besides the lesson of trust in God in the darkest hour which the history of this calamity teaches us, it should have taught us, we trust it *has* taught us, two lessons of worldly wisdom: 1. To beware of, or at any rate handle with more care, those inflammable materials which are so often used to paint and varnish floors, and which are generally believed to have been the cause of this fire. 2. College buildings, buildings generally which are built with charity funds, should always be insured for their real value.[1]

On the 12th of March, 1888, six years after the burning of Walker Hall, on the night of the famous blizzard, fire broke out in the block down town in which Mr. Edward Dickinson had his office through all the years in which he was treasurer of Amherst College, and which was at this time occupied by his son and successor in the office, Mr. W. A. Dickinson, and destroyed all his books and papers, except the contents of two safes. These books, pamphlets, and papers were rich in materials for the history both of the town and the college, and Mr. Dickinson was at this very time engaged in classifying and arranging them in due order to be preserved for the use of the

[1] At the same special meeting in which they voted to rebuild Walker Hall, the trustees of Amherst voted that the insurance on the college buildings be increased to $300,000.

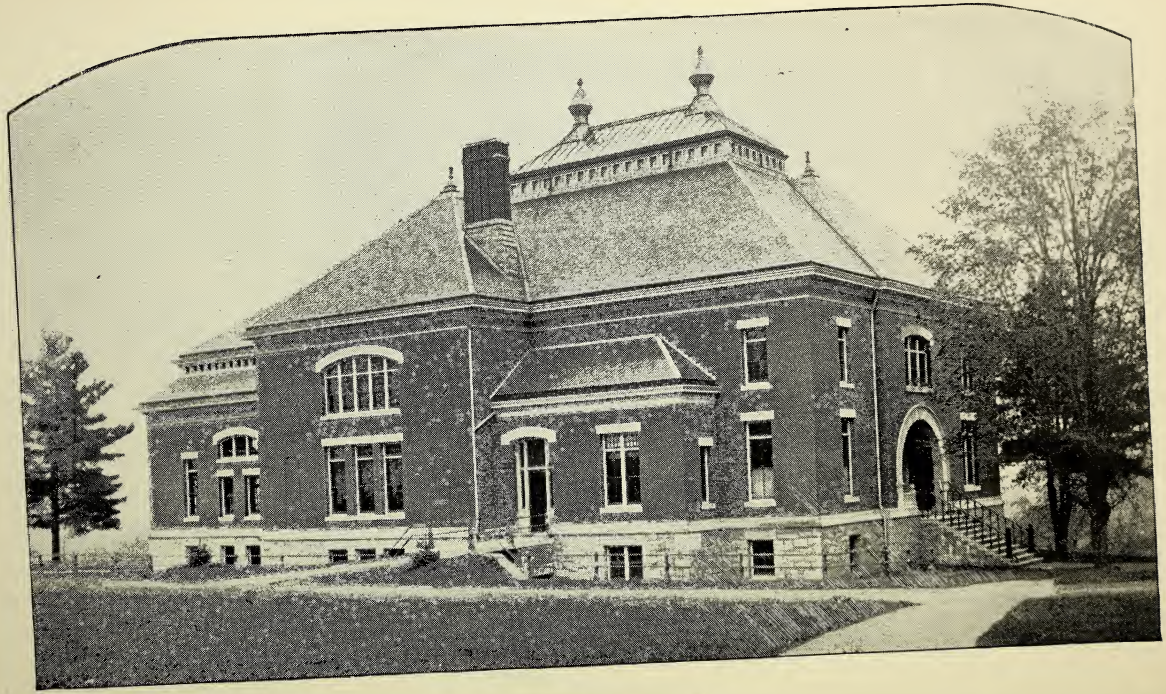


THE HENRY T. MORGAN LIBRARY.

future historian. The college suffered no pecuniary loss by their destruction, for papers of pecuniary value were in the safe. But as materials for history this collection probably surpassed in value any other in the town, and the town and college sympathized with Mr. Dickinson deeply in the loss. The college, however, has this compensation: The destruction of the office down town necessitated the removal of the treasurer's office to Walker Hall, where it is near the office of the president and the room in which the trustees and the faculty hold their meetings, and where it is convenient of access to all the members of the college.

At the same special meeting of the Board of Trustees at which it was voted to rebuild Walker Hall it was also voted to proceed with the enlargement of the library building; the same gentlemen were appointed the building committee, the two buildings were in process of construction *pari passu* at the same time and were completed in the course of the same year, and it may be doubted which of the two is the more remarkable for architectural beauty and adaptation to the use for which it was intended. The enlargement of the library building, or the erection of a new one, had become a necessity. Not only were the shelves of the old building already full, but stacks of books encumbered and filled the floor which was intended for a reading-room. It was doubtless easier to plan for an entirely new building. But that would cost more money, and would leave the old building, which had many conveniences and attractive associations, useless and forsaken. And thanks to the wisdom of the building committee and the skill of the

architect, Mr. Francis R. Allen, who is a graduate of the college, a plan was conceived which utilized the old building, provided amply for present and future enlargement, presented an exterior of great architectural beauty and symmetry, and furnished one of the best, most convenient, and most useful library buildings that can be found in this or any other country. The first story of the old edifice was retained for the working-rooms of the librarian and his assistants; the second story and main body of it was given up entirely to the reading and consulting room, with tables and chairs for readers and writers occupying the floor, and shelves on the walls for a working library, and books illustrative of the several departments of instruction and the daily studies of the students, while the general library and the mass of the books was provided for by the addition in the rear of a crystal palace containing seven stories of fire-proof stacks of shelves in which every book is within reach of a person standing on the floor, and tables and chairs are furnished in every story for the convenience of readers and writers. Finally, to give architectural unity and beauty to the whole structure, a vestibule or portico is prefixed which constitutes the entrance to the building, contains an ornamental stairway to the upper stories, and is itself adorned in the lower story by the Nineveh sculptures let into the walls. The students are allowed free access not only to the reading-room, but, with the permission and under the guidance of the librarian and his assistant, they are admitted to the free use of the general library for the pursuit of special studies; and they do not abuse the privilege. Perhaps there is



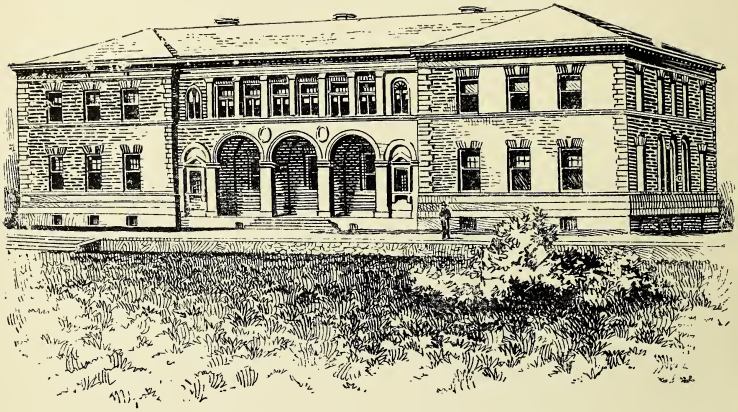
THE PRATT GYMNASIUM.

no one thing in which the growth and progress of the college is more strikingly manifest than in the extent to which faculty and students, with the help of our accomplished librarian, use the college library, and make it useful in the work of education. And it is pleasant to be able to add that, while the library is so much more used and useful than it was in the earlier years of our college history, the friends of the college are endowing it with more ample means of usefulness. Among other gifts, too numerous to mention, the following deserve especial notice: A gift of $5,000 made by David Sears of Boston in 1864 toward the erection of a new or the enlargement of the old library building, which, by the accumulation of interest and the addition of other contributions, had grown in 1881 to $25,000; the bequest of $5,000 by Dr. Ebenezer Alden of Randolph, who from 1841 to 1874 was a wise and faithful trustee of the college and watched the library with ceaseless vigilance, and bequeathed this sum expressly toward its proper care and administration; the bequest of $50,000 by Joel Giles of Boston as a permanent fund for the increase of the library; and the munificent legacy of over $80,000 by Henry T. Morgan, which, with a wisdom as remarkable as his liberality, he gave without limitation to be expended at the discretion of the trustees, and which could in no other way be so suitably commemorated as by giving his name to the library building.

The first action in regard to a new gymnasium was taken in the same fruitful and happy special meeting of the trustees in Boston in May, 1882, in which the rebuilding of Walker Hall and the enlargement of

the library building had their origin. At this meeting it was voted that "the library building committee, together with Dr. Hitchcock and Mr. Charles M. Pratt, be a committee to select plans and recommend measures for the erection of a new gymnasium, and to report at Commencement." And at the annual meeting at Commencement, it was voted "that the committee heretofore appointed to superintend the construction of a new gymnasium be empowered to go forward with its erection, it being understood that the expense of its erection will be defrayed by Mr. Charles M. Pratt, of Brooklyn, and that the edifice, when built, be known as the Pratt Gymnasium." So many difficulties and delays, however, arose in regard to the site, the grading, the construction, and the heating of the building, that it was not finished until the autumn of 1884. But when it was finished and furnished, it was admired as one of the most perfect buildings of its kind and for its purpose that can anywhere be found, and it has been used with great satisfaction not only as the headquarters of the department of gymnastics and hygiene where Dr. Hitchcock reigns supreme, but as the trysting-place where the trustees, faculty, alumni, and guests and friends of the college gather from year to year for their Commencement dinners; and what will perhaps be still more fresh in the memory of some of the alumni, the place where, as under-graduates, they met the under-graduates of Smith and Mount Holyoke in their so-called promenades.

The history of the building enterprises of President Seelye's administration would be incomplete without some allusion to two or three others which he recom-



THE CHEMICAL AND PHYSICAL LABORATORY BUILDING.

mended again and again to the action or the consideration of the trustees, but was unable to carry into execution, *e.g.*, the addition of a biological laboratory and a larger lecture room to the Appleton cabinet, which he recommended in 1886 and again in 1887, but which was not completed till 1891 under the administration of his successor; the reconstruction of the Barrett Gymnasium, and its adaptation for a mineralogical cabinet, which he urged year after year, but which remains still unaccomplished; and the erection of a new chemical laboratory commensurate with the growth of the college and the wants of the department, to which he adverts over and over again as an imperative necessity, but which waited the Fayerweather bequest for pecuniary means and the energy of President Gates for its accomplishment. This generous bequest, from which the college has received $70,000, and would have received more if the intentions of the testator had been faithfully executed, has enabled the trustees to erect a magnificent scientific building, or rather two buildings, the one for chemistry and the other for physics, which together with the enlargement of the scientific apparatus, the increase of the teaching forces, and the changes in the curriculum and in the requirements for admission in these departments, and perhaps also the renovation of North and South Colleges, have brought in a larger number of students than the college has ever had before. But these things do not come within the scope of the present history.

Gifts and bequests to the college were numerous and generous under President Seelye's administration—more numerous and generous some years than

in any other year of its history. Thus in 1882 he enumerates eight or ten gifts, bequests, and promissory notes, some large and some small, amounting in all to $270,000, which the college had received during the past six months; and in 1884 nearly as many more actual payments, amounting to $150,000. The sum total of donations and bequests during the administration of President Seelye exceeded even that of President Stearns and amounted to more than $800,000.[1]

Meanwhile the college grounds were enlarged without expense to the college, by the purchase of several acres on its eastern front, and graded and laid out in walks and drives and building sites according to a plan furnished by Mr. F. L. Olmsted, which gives the whole campus a beauty corresponding with the unsurpassed beauty of its surroundings.

All this extension of grounds, enlargement of buildings, and increase of funds was only the shadow and shell of a corresponding growth in the faculty, the curriculum, the course of instruction, and the general administration. "Education," says the president in his annual report to the trustees in 1886, "is not by buildings, or apparatus, or books, but by the living teacher, and he can do only a small part of his work upon classes, but must be brought closely into contact with individual pupils. This involves small sections and therefore, with a large number of students, many teachers. To increase our number of teachers, even faster than our number of students

[1] At the close of this volume a more detailed statement may be found.

has increased,[1] has been of late what I have no doubt is the wise policy of the college. Ten years ago, when I entered upon the presidency, the faculty numbered seventeen members; now they are twenty-six. The professorships of German, biology, and logic, the associate professorships of mental and moral philosophy, of astronomy, of rhetoric, and of Latin, have all been established in the last decade. Ten years ago we had four teachers in Latin and Greek; now we have six. Ten years ago there were but two teachers in the English department; now there are three. There were then but three teachers in the departments of mathematics, physics, and astronomy; now there are four. Three teachers then gave all the instruction in the natural sciences, where four are now employed. A new teacher has been added in philosophy, and also one in political economy. This increase in the number of teachers has permitted a larger subdivision of the classes, and has made possible a great increase in elective studies. Ten years ago hardly any optional work could be taken, while now the major part of the studies for junior and senior years are elective. And yet we are making haste slowly with these elective studies. We insist that a student shall not be encouraged to make his college course professional. Breadth and not attenuated length is what we are endeavoring to secure."

The president's care for the health and efficiency of his faculty and his supreme reliance on them as

[1] In 1888 he reports the average number of students for the last twelve years as 339, while the average for the previous twelve years was 267—quite an increase, but not a percentage of increase equal to that in the number of teachers.

the strength of the college are emphasized by frequent appeals for increased salaries, and repeated recommendations of a rule whereby, after seven years of able and faithful service, every professor should be allowed a year's absence on half salary for rest or improvement by travel and study. Such a rule has never been formally enacted in Amherst College. But the same result has been secured, in part at least, by the readiness of the trustees to grant such leave of absence, when it is asked; and many of the professors have gained a new lease of life and health, and new resources for teaching, by a year or part of a year of absence.

The great increase of elective studies above mentioned was only one of a series or succession of changes gradually introduced under this administration, all tending towards a larger liberty among the students, a happier relation and heartier coöperation between them and the faculty, and a larger measure of self-government and self-education in every department of the college. Thus students were admitted to college without examination on certificates from such preparatory schools as had proved themselves worthy of such confidence by sending us such students, and only such, as were well prepared. And the process of sifting out the unworthy and incompetent was carried on through the first term and the first year under the eyes of the faculty themselves, and by the hands of those who had the immediate instruction and government of the freshman class. This was felt to be due both to the preparatory schools and the college, just and fair to the candidates, and it was found to be satisfactory in its results to all concerned.

A corresponding change was made in the examinations of the college course. Amherst had already led the way in dispensing with biennials and senior examinations in the whole curriculum, which all the colleges now know to have been a sham and a plague. And now she introduced the system of "examination reviews," that is, a review, say, once in every two or three weeks, on a particular subject or part of a subject as the case may be, with the understanding that the review is also to be marked as an examination, to be followed, at the discretion of the professor, by an examination of some kind on the work of the term. For example, in the study of Homer, at the completion of a book, we would have an examination review of the book, and at the close of the term, perhaps, a written examination or reading at sight of the work of the term. This practice gave rise to the rumor, which went abroad, that Amherst had given up all examinations, whereas the method in fact secured the maximum of the benefits of frequent examinations and reviews with the minimum of cramming, cribbing, and mere memorizing which are ordinarily attendant upon examinations.

A change in the marking system accompanied the change in regard to examinations. Some of the teachers had been accustomed to mark every recitation, while others had marked no recitations. It now became the rule to mark examination reviews and not recitations. And instead of attempting to fix the rank of every individual student by minute divisions on a scale of a hundred as formerly, five grades of scholarship were established and degrees were conferred upon the graduating classes according to

their grades. If a student was found to be in the first or lowest grade, he was not considered as a candidate for a degree, though he might receive a certificate stating the facts in regard to his standing; if he appeared in the second grade the degree of A.B. was conferred upon him *rite;* if in the third, *cum laude;* if in the fourth, *magna cum laude;* while if he reached the fifth grade he received the degree *summa cum laude.* The advantages of this course, as stated to the trustees by the president, are that it properly discriminates between those who, though passing over the same course of study, have done it with great differences of merit and of scholarship, and that it furnishes a healthy incentive to the best work without exciting an excessive spirit of emulation.

The new system of administration, of which the above is a part, is so original and peculiar that it is known as the Amherst System, and, in justice to President Seelye, who is its author, we state the system and the reasons for its introduction in his own words. In his annual report to the trustees in 1881 he says:

"The year has been marked by some significant changes. At its beginning I proposed to the faculty a new scheme of college administration to obviate some difficulties long apparent in the relations of faculty and students. These difficulties have been largely due, I judge, to the fact that the system of college administration in our country remains essentially the same as it was a hundred and fifty years ago, while during this time the age of our students has been slowly but steadily advancing until it averages now some three or perhaps four years more than it did a century and a half since. The college, as

originally established and as subsequently continued, stood, in theory, as *in loco parentis* to the student, but the student was considered not as a youthful son to be brought into confidential and affectionate communion with his parent, but as a child, probably wayward and certainly incapable of self-direction, and to be guided and restrained by the constant control of parental authority. This was probably very well suited to a condition and time when, as was true in some of our prominent colleges, a student could graduate having completed the whole course at thirteen, and when a salutary discipline was found in corporal punishment; but it is a very untoward system to maintain over a body of young men old enough to possess the rights and incur the obligations of self-government. Scores of our students are legal voters in our civil elections. Having had for some time a growing conviction that this system of college management needed now some radical modifications, it seemed best to make a trial of these. The first aim was the point of view from which the relations of the faculty and the students could be correctly apprehended. It was quite clear that these relations had ceased to be those of parent and child. They were more nearly those of older and younger brothers, in which the older is a helper and guide to the younger, and controls him through his own acceptance of rules which he sees to be right rather than his submission to authority in matters whose rightness he does not see. Rules are, of course, indispensable, but it makes a wide difference whether these rules come as an enactment which the authority of the faculty is to maintain, or whether they shall be accepted by the

student in an agreement which his own free choice is interested to fulfil. The attempt was therefore made to formulate a system of administrative rules which should simply express what every student would recognize as true and obligatory, and whose force in constraining reluctant wills should lie not in any punishment inflicted by the faculty, but in what a student should see from the nature of the case if those rules should be disregarded. . . . It would certainly be better for the student at the age he has now reached, and in the immediate preparation he is making for the responsibilities of manhood, if he could be led to feel the necessity of self-government. It would be better also for the faculty to feel that their influence over the student was not to be supported by any machinery or outward appliances, but could only be maintained by their own power of individual inspiration.

"The system after having been thoroughly considered received the hearty approval of the faculty, and was unanimously adopted. . . . The result has been better than any one ventured to anticipate. It is, I believe, the unanimous conviction of the faculty that they have never known a year when so much honest work has been done in the college, and with so healthy results, as in the year now closed. The attendance upon college exercises has surprised us all. It was a part of the system that excuses for absence from recitations or lectures should no longer be rendered. The students were informed that absences from these exercises, whatever their cause, are absences all the same, indicative of a certain lack in the work regularly and properly required, which ex-

cuses, however justifiable, could not change in the least, and for which, therefore, they were wholly irrelevant. The college prescribing a certain course of study and giving a certain diploma at its close, it was said to the students that this diploma should obviously express nothing more and nothing less than the exact facts in the case, and therefore, if the course prescribed had not been fairly and fully followed, it would be wrong to give a diploma testifying to the contrary.

"Lest the system should seem too rigorous or too little flexible, it was deemed best to allow a certain latitude of absences which a student might take without interfering with his standing, and this was fixed at one-tenth of the whole number of exercises in a given department for a given term. The result of this was in one point somewhat unexpected and not altogether satisfactory. It was found that the students were very economical in the use of these absences, carefully avoiding in some cases the least expenditure of them till the close of the term, when in many instances they took them all together, thus reducing the length of their term by so much as the permission would allow. The faculty felt that, undesirable as this was, it was the less of two evils, and that, if a student were to take his absences at all, it would be better for him to do this in a lump than to string them along at irregular times during the term. The students have been told upon this point that the faculty, though giving this limited latitude of absences, deem it unwise for the student to take it in any case when it can be avoided, and that they will take pains that their instruction shall be as valuable at the end as during any part of the term. During

the term just ended the attendance continued much better to the close than during either of the two preceding terms."

The rules of administration under this system are few and simple, in striking contrast with the innumerable specifications of transgressions and penalties in the "College Laws" of former days, and are substantially contained in this single paragraph: "A student whose recommendations have been approved and whose examinations have shown him capable of admission to Amherst College, is received as a gentleman, and, as such, is trusted to conduct himself in truthfulness and uprightness, in kindness and respect, in diligence and sobriety, in obedience to law and maintenance of order and regard for Christian institutions as becomes a member of a Christian college. The privileges of the college are granted only to those who are believed to be worthy of this trust, and are forfeited whenever this trust is falsified.

"On his admission the student signs a promise so to conduct himself, and, failing to do so, thereby breaks his contract and severs himself from his connection with the college. In deciding the question whether students have thus broken their contract and severed themselves from the college, the faculty judged it wise to associate with themselves, in the immediate government of the college, a body chosen by the students themselves, to which questions of college order and decorum are referred, and whose decisions, if approved by the president, are binding on the college. This body is called the College Senate, and consists of four seniors, three juniors, two sophomores, and one freshman, chosen by their re-

spective classes.[1] At the meetings of the senate, which are held regularly once a month, the president of the college presides. This movement towards self-government has been thus far justified by its results."

So said the faculty in the annual catalogue issued at the close of the first year after its introduction. And the same verdict is repeated in every annual catalogue from that year to the present time. In his annual report for 1882, President Seelye says: "The results of the new system of administration, of which I made a detailed report to the trustees one year ago, have been, during the year now closing, most satisfactory. The faculty recently made a careful examination of these results and were unanimous in their judgment that the workings of the system have been favorable both as respects the regularity of attendance and the standard of scholarship. The system has attracted a wide attention, and we find that some colleges, by which it was at first sharply criticised, are beginning to adopt some of its more important features."

The next year he speaks still more positively and particularly of the results of the system in Amherst, and its adoption in some of its features by other colleges: "The demeanor of the students has been well-nigh unexceptionable. We have had no hazing, none of the old-time college pranks or disturbances, none of the unseemly disorders in the village which have sometimes prevailed with us and are not infre-

[1] This feature of the "Amherst System" has been suspended by the resignation of the members of the Senate. It is believed, however, that sooner or later it will be restored, not as an essential but a desirable part of the system.

quent in college towns. Our students have done their work during the year with remarkable diligence and decorum. The new system of administration meets, after the third year of its trial, the same favor among the faculty and the students which has been accorded it from the first. We all feel that it has greatly promoted kindliness of feeling and of intercourse between the faculty and the students and among the students themselves, that it has raised the standard of manliness and manly conduct through the college, that the grade of scholarship and the regularity of attendance have both been increased, and that there has been a manifest uplifting of the whole tone of the college. We do not regard the system as any longer an experiment."

It is quite unnecessary that the writer should add his testimony to that of the president. His report is not merely the partial attestation of the author of the system to the work of his own hands; it is the unanimous verdict of all the faculty and all the students. I have never yet seen the teacher or the student who would wish to return to the old system. The new system is imperfect, of course, like all the works of men. It admits of, and doubtless will receive, modification and improvement as the result of longer experience. It needs careful watching and wisdom in its execution. But the old system of permits and penalties, of excuses and evasions, of government without representation, of stepmotherly prohibitions and stepfatherly punishments, of mutual distrust and suspicion, of separate interests and hostile plans and purposes, has gone in Amherst, and has gone or is going in other colleges, never to return. The day

of common interests and mutual confidence and hearty coöperation, the day of representation of the alumni in the Board of Trustees, and of undergraduates in the faculty, the day of larger liberty and more self-government, the day of elective studies and manly development and practical preparation for the duties of citizenship under free institutions, has come in Amherst and is coming—coming to *stay*—in all our colleges, and we may thank President Seelye for hastening its dawn. The faculty of Amherst never did a wiser thing than when, early in his administration, they committed the immediate government of the college largely, we might almost say entirely, into his hands. He took council with his faculty, considered their wishes, and profited by their wisdom and experience. He associated a representative body of the students with himself in deciding questions of college order, deportment, and decorum. But he held the reins in his own hands, and his administration proved or illustrated two maxims in the science of government: that executive government is best administered by one head, and that that government is best which governs the least. Radical as the changes were which he introduced, he ruled with great moderation, and great peace and prosperity were the results to the college. Gentleness tempered by firmness characterized his administration and shaped it to suit the character of individual students. His patience saved many a wayward student, his gentleness made many an unpromising student good and great. His firmness never feared or hesitated, when it became necessary to say to the individual student or the whole college, Thus far shalt thou go and no far-

ther. He knew every student personally, recognized him wherever he met him, and called him by name, in most cases by his Christian name, as if he were a younger brother. Socratic in his method of teaching, he was Socratic also in his personal influence and his strong personal hold on young men. This took a good deal of time, but it was time well spent. His time belonged to the college, and was given without sparing and without grudging to the service of the faculty and the students. He made it a rule never to be out of town in term time unless he was constrained to be absent by manifest duty or imperative necessity. He taught less and less in the classroom. When he entered upon the presidential office, he insisted on retaining the professorship of philosophy as a proper adjunct of the presidency and a channel of the greatest and best educational influence. But experience taught him that the work of this most important professorship and the burdens of the presidency of a modern college, and the duties of the office as he understood them, were more than any one man could carry, and when he found a man after his own heart to teach philosophy he first transferred to him one-half of the senior class, alternating the divisions with him every other day, and then handed over to him the instruction of the whole class and the responsibility of the department. This left him only the "question box" one hour every week, an exercise which he continued as long as he continued to be president, teaching the class how to ask questions as well as how to answer them, and discussing with them subjects of the greatest moment in literature, science, and art, in politics, ethics, and

religion, with so much learning and power that, through the week, they looked forward to that hour with an interest which attended no other college exercise. His knowledge of books was as wide and profound as his knowledge of men and things. It was said of the old Greek philosopher Carneades, that he could repeat from memory the contents of any book in the libraries as accurately and freely as if he were reading from the book itself. Very similar to this was the confidence which faculty and students reposed in President Seelye's knowledge of books. But he made very little direct use of books, in teaching. He first absorbed the books, text-books, and books of illustration, into himself, and then impressed himself upon his pupils. In Raphael's *School of Athens*, a knot of youthful philosophers had sent one of their number for a book; but meanwhile Socrates had solved the question, and now we see them waving away the returning messenger, and pointing to Socrates, as much as to say, Behold, he is the book! At the time of his election to the presidency, Dr. Seelye had a strong desire to write books on some parts of church history and philosophy which had not been treated to his satisfaction, and this was one reason why he hesitated about accepting the presidency. But he sacrificed this very natural and worthy ambition. He accepted the presidency and devoted his life to the work of an educator. Like the great Athenian philosopher and educator, he wrote his books in the minds and hearts, the characters and lives, of his students, where they will live forever.

Dr. Seelye had translated and published Schwegler's "History of Philosophy" while he was pastor of

the church in Schenectady. He revised and edited Hickok's "Mental Science" and "Moral Science" while he was professor, and rewrote the "Moral Science" during his presidency. That remarkable little volume, "The Way, the Truth, and the Life—Lectures to Educated Hindus," which, within the compass of a hundred pages, contains so much of the sum and substance of the Gospel, and not the evidence only but the very essence of Christianity, was written at Bombay after the lectures were delivered, at the request of those who heard them, and issued from the press in Bombay at the expense of one who was himself an eminent Brahmin scholar. This was in 1873, two or three years prior to his entrance upon the presidential office. This was followed, soon after his return from India, by another "small book on a great subject," "Christian Missions," which was first delivered as lectures in several of our principal theological seminaries, and then printed in a volume. His speeches in Congress were always listened to with marked attention and profound respect, although they were too independent of party always to command the majority of votes. He usually acted with the Republicans, but in the famous contested election he stood almost alone in the Republican ranks in voting against seating Mr. Hayes in the presidential chair. As a member of the Committee on Indian Affairs he was a stalwart champion of Indian rights, and his speeches on this subject adorn the congressional records. His occasional addresses, such as his election sermon before the governor, council, and legislature of Massachusetts, his sermon before the American Board of Commissioners for Foreign Mis-

sions at Minneapolis, his annual address as president for several years of the American Home Missionary Society, and his baccalaureate sermons were printed and published in various forms, and deserve to be reprinted for their permanent value as profound discussions of the great principles which underlie government, society, education, and religion. The same may be said of the numerous articles which he was in the habit of writing during his whole life for the reviews, magazines, and newspapers on the great questions of the times, such, for example, as these: "The Electoral Commission," "Counting the Electoral Votes," "The Moral Character in Politics," "The Need of a Better Political Education," "Dynamite as a Factor in Civilization," "The Gospel to be Preached First in Our Great Cities," "The Currency Question," "Christian Union," "Should the State Teach Religion?" "The Sabbath Question," "The Bible in Schools," "Prohibitory Laws and Personal Liberty," "Punishment, its Meaning and Ground," "The Recognition of God in the Constitution," "Growth through Obedience," "Our Place in History." These and the like vital questions always interested him profoundly, and he always discussed them, whether with the tongue or the pen, in the threefold light of universal history, a profound spiritual philosophy, and an earnest, enlightened, evangelical Christianity. And he was usually inclined in theory and in practice to adopt the most advanced, the broadest and deepest, the most profoundly spiritual and intensely evangelical views of these great questions, so much so that he sometimes seemed to be unpractical, and by some persons was thought an

extremist, although he retained the confidence of his fellow Christians in practical matters so fully that they placed him at the head of their great missionary agencies, and when they wished to formulate a new creed for the denomination in which they could all unite, he was made chairman of the "Creed Commission," and is understood to have drafted the form. Plato has the reputation of being an extremist and is doubtless open to the charge of carrying his political and ethical philosophy to extravagant lengths. President Seelye was a philosopher of the Platonic school, and his doctrines, his sentiments, his style even is shaped, colored, tinged at least by that of Plato. But he called no man master. He could say with Aristotle, and even more justly than he: *Amicus Socrates, amicus Plato, magis tamen amica veritas;* and to President Seelye, Jesus Christ was emphatically and alone the Truth, the Way, and the Life.

We were accustomed to speak and to think of Dr. Seelye through all his earlier life as the healthiest, heartiest, strongest, most robust man in the faculty, the very ideal of a large, strong, healthy man in every particular, physically, intellectually, morally, and spiritually. On the 5th of March, 1881, Mrs. Seelye was taken from him, and he never seemed to recover fully from the shock. A part of himself was taken up to the better world, and so tender was the tie, so indissoluble the union, so perfect the oneness of the present with the future life, that he could never think of marrying again.

In the winter of 1885 he was himself sick with a severe attack of erysipelas which brought him to the

very borders of the grave. Subsequently to this, a disease of the nervous system, largely hereditary, and partly the result of overwork, care, and responsibility, gradually developed itself, increasing slowly from year to year till at length it interfered not only with his comfort but his ability to discharge the duties of his office. He consulted the ablest physicians in his own country; he went abroad twice for medical advice and rest and change, but to no purpose, till at length his friends and the friends of the college yielded reluctantly to his conviction of the necessities of the case, and he tendered his resignation. The college ought to have had the service of at least four more of the best years of his life before reaching the limit of threescore years and ten. But he bowed serenely, cheerfully to the will of God, coöperated heartily with the trustees in the selection and inauguration of his successor, and placed the keys of the college in his hands with those noble words: "Truth and freedom—truth coming from whatever direction and freedom knowing no bounds but those the truth has set—have ever been the light and the life of this college, and we do not doubt, from your work and worth, from your open eye and open heart, that they will continue to be the glory and the strength of your entire administration." The present administration inherits the good will and the benediction of that which preceded it, and may the blessing go down through many generations of wise and good presidents, the worthy heirs to such an inheritance, till time shall be no more.

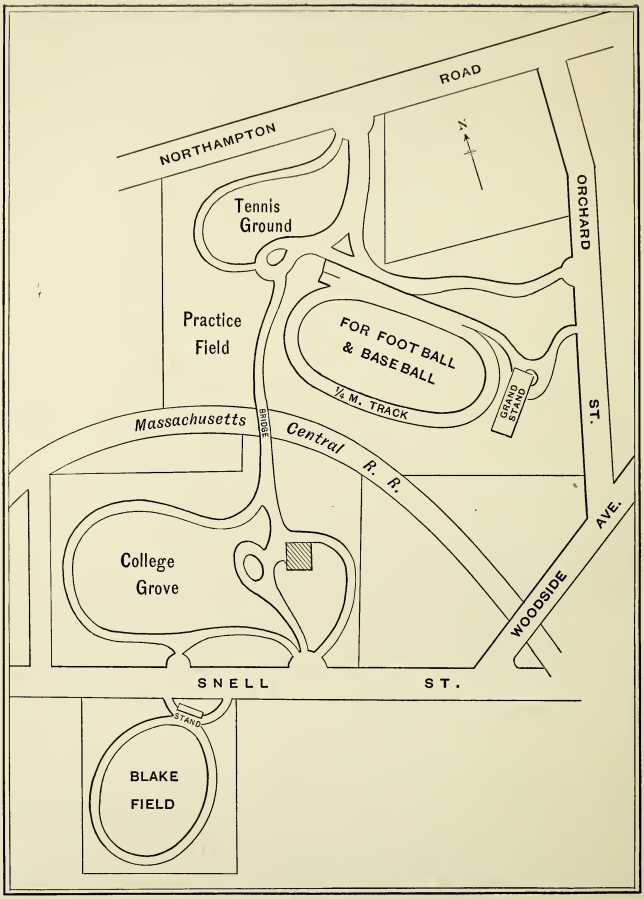
CHAPTER XII.

ATHLETICS—GYMNASIUM EXERCISES AND "THE DOCTOR"—INTERCOLLEGIATE GAMES—COLLEGE SOCIETIES—THE GREEK-LETTER FRATERNITIES.

The college is indebted to President Stearns, as we have seen in the chapter on his administration, for the introduction of the system of gymnastics and physical education for which it has since become so highly distinguished, and for the erection of the Barrett gymnasium by which it was in his day so well and worthily represented. But the department of hygiene and physical culture has since had a growth and development, of which no one at that time could have had a conception, and which is fitly represented by the Pratt gymnasium and the Pratt field of athletics, the Pratt gymnasium having cost over $60,000, the Pratt field more than $35,000, and the whole plant of the department, including buildings, grounds, apparatus and endowments, mounting up to the magnificent sum of $177,000.[1]

The Amherst system of required exercise in the gymnasium of all the classes, half an hour daily four days in a week, under the direction and control of an experienced physician, has been maintained substantially as it was instituted in 1860, with only such

[1] This includes the Parmly Billings professorship of $50,000, founded by Hon. Frederick Billings in memory of his son.



AMHERST COLLEGE ATHLETIC GROUNDS.

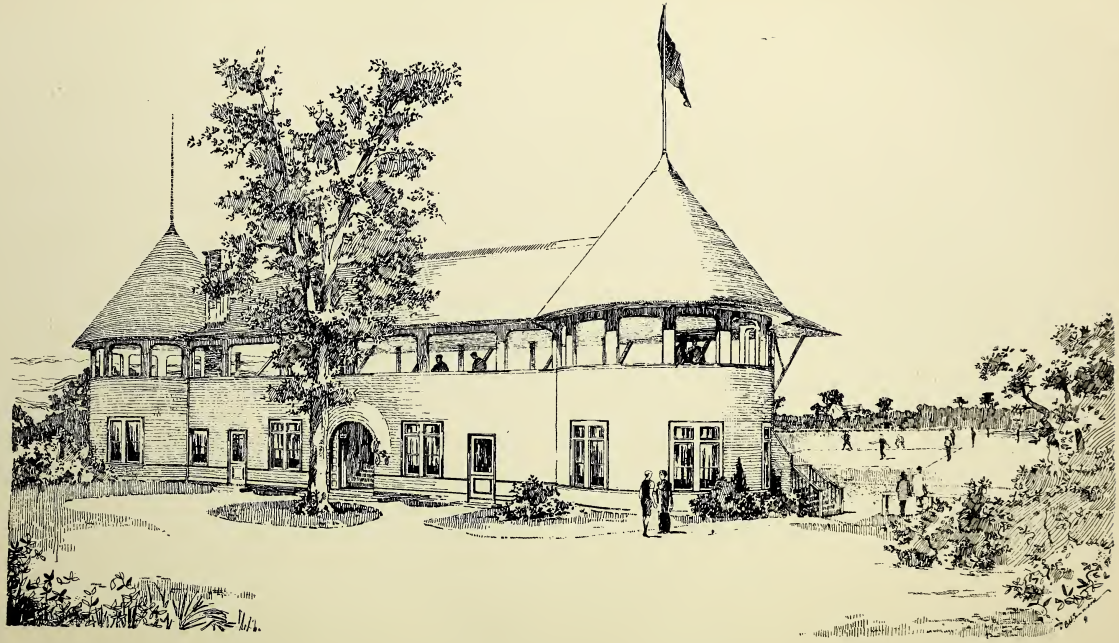
changes as the wisdom and experience, let me rather say the tact and genius, of Dr. Edward Hitchcock have devised, and the growing pecuniary resources of the department have enabled him to accomplish, for its enlargement and improvement from year to year. With all the extension and multiplication of optional studies, these exercises have never been made elective. If anything is "compulsory" in Amherst, it is the gymnastic exercise—just as much so as attendance on any lectures or recitations, quite as "compulsory" as morning prayers or church services, and not less imperative, unless excused by the professor in special cases, than breakfast, dinner, and supper. During the fall and winter terms and a part of the spring term, every class is obliged, four days in a week, to go through a dumb-bell drill that was learned at the beginning of the course.[1] Being done with piano accompaniment, these exercises are not monotonous, especially as no two of them are alike, and as each is composed of a large variety of movements. Every spring there is held in the gymnasium a prize exhibition, at which the three lower classes compete in marching and dumb-bell drilling, for a prize. This causes the class exercises to be conducted during the last part of the winter with a marked degree of energy, steadiness, and punctuality. The principal interest has been created by the rivalry between the classes, especially the junior and sophomore, to have the larger number of points and win the prize of $100. In addition to

[1] For some of these details, I am indebted to a magazine article recently published with the approval of the Department.

these class exercises, the department stimulates an interest in athletics by holding every fall an out-of-door athletic meet and every winter a heavy gymnastic exercise. At both events the individual prize-winners are given medals, and the class scoring the largest number of points at the former receives a barrel of cider, which is disposed of with many ceremonies, and at the latter has its numerals placed on one of the banners hanging on the walls of the gymnasium. Does not the success of these contests among our own students prove the practicability of finding at home exercise and recreation that are altogether wholesome and sufficiently exciting, and yet free from the temptations and dangers, the expenses and excesses that are inseparable from intercollegiate games and the visits of masses of college students to other colleges and our large cities?

But these intercollegiate games are just now all the fashion and the passion of the times, and Amherst is swept along with the tide. For a short time, from 1869 to 1875, the boating "craze" prevailed, and in 1872 the Amherst crew won the intercollegiate race over a three-mile course at Springfield against the crews of Harvard, the Massachusetts Agricultural College, Bowdoin, Williams, and Yale. But the distance of the college from the river forbade the necessary practice, gradually damped the ardor of the crew, and after a few years they withdrew from the contests.

Since 1875 the chief interest has centred in the intercollegiate ball games, baseball in the spring and early summer, and football in the autumn. Amherst has played with each of the New England



THE GRAND STAND ON PRATT FIELD.

colleges, belonged to different leagues, and contended with varying alternations of successes and reverses, sometimes, though rarely, defeating Harvard and Yale, bearing off her full share of honors in her contests with other colleges, and generally, I believe, though not without some exceptions, sustaining a good reputation with the public, not only as athletes but as gentlemen. Amherst is a member of the American Intercollegiate Athletic Association, at the meeting of which in 1890 her representatives took two first prizes and one second, and also of the New England Association, in which Amherst won the championship in 1888 and 1890. It is only quite recently that she has entered the lists in lawn tennis, and she has not gained distinction in that line, although one of her sons, Mr. C. A. Chase, as the result of his practice in Amherst, has, since his graduation, won several trophies, including that of the championship of the West.

The effect of the system of physical education on the health, strength and general appearance of the students is proved by the physical tests and actual measurements of the department, and indeed it is visible and palpable to the senses of the casual observer. Statistics kept by the department for the last thirty years show a sensible diminution in the percentage of sickness and deaths, and a palpable increase in the average strength of students as measured by the most approved strength-tests. And any one who has been familiarly acquainted with the college for half a century cannot but be struck with the manifest improvement in the *physique* of the students. I cannot accept without many grains of al-

lowance the graphic characterization of the typical college student of the last generation by President Walker, of the Massachusetts Institute of Technology, in his oration before the Phi Beta Kappa society of Harvard University at a recent commencement. "The college hero of those days," he says, "was apt to be a young man of towering forehead, from which the hair was carefully brushed backwards and upwards to give the full effect to his remarkable phrenological development. His cheeks were pale; his digestion pretty certain to be bad. He was self-conscious, introspective, and indulged in moods, as became a child of genius. He had yearnings and aspirations; and not infrequently mistook physical lassitude for intellectuality, and the gnawings of dyspepsia for spiritual cravings. He would have greatly distrusted his mission and his calling had he found himself at any time playing ball. He went through moral crises and mental fermentations which to him seemed tremendous. From the gloomy recesses of his ill-kept and unventilated room, he periodically came forth to astound his fellow-students with poor imitations of Coleridge, De Quincey and Carlyle, or of Goethe in translation."

Now this is, of course, overdrawn and exaggerated. If the orator did not intend to exaggerate when he wrote it, he would probably acknowledge now that it was at least high colored. It savors of that rhetoric or fine writing which he so much disparages and decries as "the be-all and end-all of the college training of those days," but which, in its legitimate use and best form, so highly adorns this oration. It is drawn, we must think, less from

memory than from imagination, which, quite as much as memory, is "the mother of the Muses," the maker of science as well as literature and art, and without which General Walker himself could not have made such a splendid success of the institute over which he presides. But we fully agree with him when he says that the improvement wrought in the physique of our college students by the introduction of gymnastic exercises does not need to be shown statistically: it is manifest to the eye of the most casual observer. And we heartily approve of the strong plea which he makes in behalf of a well-regulated system of physical education in our colleges, while we admire his wise and discriminating suggestions in regard to the regulation, restriction, improvement, and perfection of intercollegiate athletics. I agree entirely with President Walker, of the Massachusetts Institute of Technology, when he says that college athletics wonderfully light up the life of our people; that they stimulate an interest in gymnastics among those students who do not engage in competitive contests, and also throughout the general community; that they call for more than mere strength and swiftness—they demand also courage, coolness, steadiness of nerve, quickness of apprehension, resourcefulness, self-knowledge, self-reliance, ability to work with others, power of combination, co-operation, obedience to orders, subordination of selfish impulses, and something akin to patriotism and public spirit. And as an indispensable means for the attainment of these ends, he urges that regard for fair play, that respect for the rights of an opponent, that deference to the

decisions of the umpire, which are so conspicuous in English athletics; the complete abolition of the unsportsmanlike system of organized cheering by great bodies of collegians grouped together for the purpose; the training of audiences as well as students to appreciate the finer points, to applaud good work by whomsoever done, and to be as virtuous as a Greek chorus, and the coöperation of alumni to give wisdom, weight and temper to the action of undergraduates; and last, not least, perhaps hardest of all, the education of faculties to avoid petty dictation on the one hand, and to sustain the claims of scholarship and enforce the right discipline of college on the other.

A good step toward the realization of these ideals in Amherst was taken in 1870, when the Amherst athletic board was organized, consisting of three members of the faculty, one of whom shall be the professor of hygiene and physical education, three alumni of the college, Mr. F. B. Pratt, donor of the new field, and three undergraduates namely, the presidents of the baseball, football and athletic associations. Recently, delegates from various football associations have been in session to revise the rules of that game and provide remedies and checks against some of its worst and most brutal features, and to make it less dangerous without making it less lively and interesting. Meanwhile the newspaper press is crying aloud for reform. And the president of our oldest and greatest university, while testifying to the advantages which have resulted from the great development of athletic sports within the past twenty-five years, protests against

the overtraining and overstraining, the danger of serious bodily injuries, the extravagant expenditure of time and money, the excessive excitement of interest and feeling, and the morbid craving for popular applause and perchance pecuniary profit, which are attendant especially upon the intercollegiate football games at the present time, and suggests several changes which would at least diminish the existing evils, such for example as these: that there should be no freshman intercollegiate matches; no games to be played on any but college fields, belonging to one of the competitors, in college towns; no professional student or player should take part in any intercollegiate contests; no football to be played until the rules are so amended as to diminish the number and the violence of the collisions between the players and to provide for the enforcement of the rules; and intercollegiate contests in any one sport should not take place oftener than every other year.

If some such changes as these could, with one consent, be introduced, it would seem that the evils attendant upon the games might be avoided without abolishing the games themselves. And thus at length the ideal which President Walker suggests in concluding his oration might perhaps be realized, art may be elevated to a far higher and nobler place than it has hitherto reached in the thoughts and affections of our people, and the vision of the Apollo may rise to the view of thousands in this fair land as once erst it rose before the thronging multitudes of Olympia.

The history of physical education in Amherst cannot be written without reference to the man who has

been the making of it from the beginning, and who, thanks to the kind Providence that has preserved him through all these years, is still the head and front, the spirit and soul and body of the department. Amherst graduates cannot think of their college gymnastics and athletics without being reminded of Dr. Hitchcock; gymnastics without him would be like Hamlet's play with Hamlet's part left out. Dr. Hitchcock is at once the mainspring and the regulator of the class exercises. Dr. Hitchcock takes the gauge of every individual student and tells him how to secure a sound mind in a sound body. Dr. Hitchcock, by his measurements, has contributed largely toward making gymnastics a science and an art. Dr. Hitchcock, by his personal presence at intercollegiate games, has done much to guard the health and life of the players, the morals and manners of all our students. Is any one sick, he sends for "the Doctor." Does any one sham sickness, "the Doctor" is sure to find him out. Is any one morbid or morally diseased, "the Doctor" can furnish the diagnosis and prescribe the remedy. Is the college in a disorderly or unhealthy state, socially or spiritually, no one is so sure to know it or so wise to cure it as "the Doctor." "The Doctor's" eye and hand are on every wheel and band and cog of the college machine, to keep it in place and in motion and performing its proper part. "The Doctor"—there is only one "Doctor" ("Doc" for short) in the vocabulary of Amherst students—"*the* Doctor" is always present at morning prayers and the weekly prayer meeting, and no one takes part, his own or perchance another's, in these services more happily or more ac-

ceptably than he. No member of the faculty is invited so frequently to local alumni associations. No one is welcomed so heartily, no one is seen or heard with so much pleasure, no one anywhere can make a more apt, pat, witty, or happy after-dinner speech than Dr. Hitchcock. In short, "the Doctor" is an omnipresent spirit of health and life, of cheerfulness and happiness, of good sense and good will, of all that is good and gracious in every place and everything that concerns the college with which he has so long been connected. Long live Dr. Hitchcock! O king, live forever!

The history of our college societies during the first half century of the institution is written in the first edition of this history, in President Hitchcock's "Reminiscences of Amherst College," and still more fully in Mr. Cutting's "Student Life in Amherst," and those who wish to read it in detail must go to those sources. But these societies have had such a development and attained such prominence and influence during the last twenty years, that I cannot conclude this history without a brief sketch of their growth and progress.

The two literary societies, Alexandria and Athenæ, which, from the very beginning, divided the students almost equally between them and exerted an influence on the taste and style of writing and speaking of their members scarcely second to that of the professors, and which, I ventured to hope, would live as long as the college itself, have not realized that hope. They have become extinct; their libraries in which the members took so much pride and pleasure have been merged in the college library, and

their archives are preserved only in the archives of the college. The Society of Inquiry also, which, beginning with the opening term of the college, counted in the roll of its members the leading ministers and missionaries of more than fifty classes, and provided the commencement with an almost uninterrupted succession of annual addresses from distinguished orators and divines for more than half a century—this venerable society still exists and bears the name of the "Hitchcock Society of Inquiry," but it has dropped its distinctive character, and become one of nearly a dozen societies, chiefly Greek letter societies, for literary culture or general social improvement and enjoyment. The Greek letter societies have increased in number and influence, till almost all the students belong to them. The following is a list of the names of the fraternities, with the dates of the Amherst Chapters in the order of their establishment:

Alpha Delta Phi	1837
Psi Upsilon	1841
Delta Kappa Epsilon	1846
Delta Upsilon	1847
Phi Beta Kappa	1853
Chi Psi	1864
Chi Phi	1873
Beta Theta Pi	1883
Theta Delta Chi	1885
Phi Delta Theta	1888
Phi Gamma Delta	1894

Five of these societies, it will be seen, have been introduced at Amherst within the last twenty years.

These fraternities are a connecting link between the colleges and universities of our country, a

bond of union between the States, and a medium of mutual acquaintance and intercommunion between educated and educating men, with many of the advantages and some of the dangers and evils attendant upon Masonic lodges and other secret societies. The chapter houses, which some of them rent and others own, having bought or built them for themselves, draw kindred spirits together, give them a home in college for which they care and in which they feel a pleasure and a pride, and exert an influence at once powerful and salutary in the government, education, and social culture of undergraduate students, while they furnish also a rendezvous and a hospitable reception to graduates when they revisit their alma mater. A band of brothers feeling a lively interest in the reputation of their chapter and in the character and conduct of all its members, by their social gatherings, their literary exercises, their mutual personal influence, and above all by the watch and care of the older and wiser over the younger, less mature, and perhaps less studious members, they guard the morals, correct the faults, stimulate the ambition, cultivate the manners and the taste, elevate the scholarship,—in a word form the character and fashion the life of the membership, and thus contribute no unimportant element to the order, decorum, scholarship, and culture of the whole college. In fact, they act an important part in that system of self-government and training for the duties of citizenship in a free country in which Amherst is taking the lead among American colleges. President Seelye relied much on their cooperation and influence in his administration. In

his annual report to the trustees in 1887, he says: "Besides other helps toward the good work of the college, important service is rendered by the societies and the society houses. No one now familiar with the college doubts, so far as I know, the good secured through the Greek letter societies as found among us. They are certainly well managed. Their houses are well kept, and furnish pleasant and not expensive houses to the students occupying them. The rivalry among them is wholesome, kept, as it certainly seems to be, within excessive limits. The tone of the college is such that loose ways in a society or its members will be a reproach, and college sentiment, so long as it is reputable itself, will keep them reputable." A distinguished classmate of President Seelye, the Honorable Wm. G. Hammond, lately chancellor of the law department in Iowa University, and now dean of the law school in Washington University, Missouri, in a recent address at a convention at Amherst of one of these societies, suggested the possibility and desirableness of a further development of them into something like the colleges in the English universities.

Of course, such societies, like everything else in this imperfect world, are liable to perversion and abuse. The purest stream may be polluted, and then it will breed sickness and death instead of life and health. Like our whole system of self-government, they need watching, lest they become nurseries of indolence, ease, pleasure, extravagance, dissipation, vice, instead of the opposite virtues. Their character and influence will depend very much on the character of the college in which they are established.

In Amherst their influence has been and is unquestionably favorable to good morals, order, decorum, gentlemanly deportment, and scholarly attainments. Nothing else would be tolerated, if for no other reason, because anything else would be unpopular in the college, and so fatal to the reputation and prosperity of the society. It is not denied that the societies add somewhat to the expenses of their members, but not largely: any large expenditure is extra, and is provided for by voluntary contributions of alumni and members that are able to make them. It is acknowledged that there is in some of the societies too much fondness for promenades, dances, and other amusements, especially in the winter term, the Congregational Lent, which is the most appropriate and favorable season for religious interest. But drinking and carousing are not tolerated in the society houses; prayer meetings and pastoral visits are welcomed, and there is no better place than these houses for the propagation of religious influences. It may not be easy to sanctify and appropriate college athletics and college societies and make the most of the best there is in them, but it is an object well worthy of the most patient and persevering effort, for, if the effort is successful, they will be among the most potent influences for good in the college of the future.

CHAPTER XIII.

RELIGIOUS HISTORY OF AMHERST—EARLIER COLLEGES AND UNIVERSITIES, FOUNDED FROM RELIGIOUS MOTIVES —DECLINE OF RELIGIOUS SPIRIT—COLLEGES FOR EDUCATION OF MINISTERS—REVIVALS AT AMHERST FROM 1823 TO 1853.

Our readers are familiar with the fact that Harvard, Yale, Oxford, Cambridge, all our older colleges and universities, were founded by religious men, from Christian motives, and largely for the education of ministers of the Gospel. But in the latter part of the eighteenth century religion and morality suffered a sad decline. After the American and French Revolutions, the dams and dikes seemed to be swept away, and irreligion, immorality, scepticism, and infidelity came in like a flood. The colleges were of course deeply affected by the prevailing spirit of unbelief and impiety. In Yale College, only eleven undergraduates are known to have been professors of religion in 1795; about four years later, the number was reduced to four or five, and at one communion only a single undergraduate was present. A graduate of the class of 1783 remembered only three professors of religion in the class of 1782, and only three or four in several of the other classes. In the darkest time, just at the close of the century, there was only about one church member to a class.

In Harvard College the facts were much the same. And the state of things in the churches was no better. A young man who belonged to the church in that day was a phenomenon—almost a miracle.

But in the nineteenth century a new era began in the religious history of churches and colleges—an era of revivals and conversions, of home and foreign missions, of active, earnest, and aggressive piety in ministers and Christians, of prayer for colleges, a great increase in the number of graduates from the older colleges entering the ministry and the work of missions, and the establishment, especially in the West, of new colleges, we might perhaps say a new species of Christian colleges, by the united and spontaneous efforts of evangelical Christians with more express reference to a general revival of religion and the conversion of the world. Amherst was among the first of these colleges. It was born of the spirit of revivals and missions. It is not strange, therefore, that its religious history has been largely a history of revivals, and our readers will not think it strange if revivals constitute the principal theme of this chapter. A few words, however, must first be said in regard to the origin of the College Church.

During the first four years, the college attended church with the people of the village in the old meeting-house, which then stood at the top of the hill over against the site of the present college building, very nearly on the spot where the Woods cabinet and Lawrence observatory are now situated. It was in 1825, shortly after the grant of the charter, that the first measures were taken for the establishment of a separate college church. The origin of this move-

ment and the motives of the original members are thus stated in the church records:

"It having appeared to many of the pious friends of Amherst College that the existence of a church in that seminary would tend in a high degree to promote the great object which its founders and benefactors had chiefly in view, viz., to advance the kingdom of Christ the Redeemer, by training many pious youths for the gospel ministry; several of the students also having expressed their desire to be formed into a church specially connected with the college, and the officers of the college having signified their approbation of such measure, the subject of founding a church was laid before the trustees at their special meeting in April, 1825, by the president. The trustees, therefore, passed the following resolutions, viz.: That Rev. Heman Humphrey, D.D., Rev. Joshua Crosby, and Rev. James Taylor be a committee to consider the expediency of establishing a college church in this institution, and to proceed to form one if they should deem it expedient.

"The above-named committee assembled at Amherst, on the seventh of March, 1826, and after deliberation on the subject referred to their wisdom and discretion, they resolved themselves into an ecclesiastical council.

"The council then voted to proceed to form a church on the principles of the Congregational platform, of such persons desiring it as should upon examination be judged by them to be entitled to the privileges of church membership, and should be able heartily to assent to the following articles of faith and covenant."

Then follow the creed and covenant, which are in substance the same with those of Orthodox Congregational churches generally in New England at that time.

Thirty-one persons, all students, and members of each of the four classes, were then "examined by the council, and having publicly assented to the preceding articles and covenant, after an appropriate address by Dr. Humphrey, were solemnly constituted the Church of Christ in Amherst College. The Church was then commended in prayer to the covenanted blessings of the one God, the Father, Son, and Holy Ghost."

The style of the church is worthy of notice. Although founded upon the principles of the Congregational platform, it has never assumed any denominational name, but has always been styled "The Church of Christ in Amherst College." The form for admission of members to the church was so changed under the presidency and pastorate of Dr. Stearns, that members have since been received on their assent to the Apostles' creed and acceptance of the doctrines of Christianity as generally held by our Congregational churches. The covenant remains unchanged to this day, and Dr. Burroughs introduced the practice of receiving into covenant and fellowship with the college church students who wished to commune with us without being dismissed from their churches at home. Many have thus entered into covenant with the church, on the basis of letters of recommendation, without dismission, from Presbyterian, Baptist, Methodist, and other churches, not excepting in a few instances even the Catholic

Church. This practice brought them into more intimate and responsible relations to one another and the members of the college church, and made our communion Sabbaths seasons of wider and deeper interest.

The church remained almost a year without a pastor, Dr. Humphrey acting meanwhile as permanent moderator. In February, 1827, after careful consideration and conference with the trustees by committees, the church, with the full approval of the trustees and the faculty, resolved that it was expedient to complete its organization by the election and installation of a pastor, and by a unanimous vote they chose Dr. Humphrey their first pastor. The installation took place on the 24th of February, 1827, in connection with the dedication of the new college chapel.

The first revival occurred in the spring term of 1823, about a year and a half after the opening of the college. The whole year and a half preceding had been a gradual preparation for it. The religious students spent whole days in fasting and prayer. The annual concert of prayer for colleges was held for the first time in February, 1823. This was observed in the college and was a day of deep and solemn interest. President Moore's address to the students on this occasion was peculiarly appropriate and happy. His appeal to those who thought religion unmanly and prayer degrading was like a nail "driven by the master of assemblies." "Was Daniel ever more noble than when he prayed in defiance of King Darius' threats? The pious students were among the most important instruments in carrying

forward the work."[1] "They held early morning prayer meetings, and would sometimes, even in study hours, go into each others' rooms and spend a few moments in prayer. At no time in the day perhaps could a person go into an entry or pass into the fourth story without hearing the voice of prayer from some room."[2]

Prayer meetings were held at nine o'clock in the evening in each entry, also at other times and in other places. Inquiry meetings were held by the officers of the college. At the result of the revival twenty-three conversions were counted, leaving only thirteen without a personal faith and hope in Christ.[3] Among the converts in this first revival were, in the senior class, Rev. David O. Allen, the first missionary among the Amherst graduates, and Theophilus Packard, the first president, and for many years, of the Amherst Alumni Association, and in the junior class Rev. Bela B. Edwards, the distinguished professor of biblical literature in Andover Theological Seminary, and Rev. Austin Richards, D.D., who received the honorary degree of Doctor of Divinity from Dartmouth and was for thirty years pastor of the church in Nashua, N. H. Besides the conversion of the larger part of the unconverted, nearly one-quarter of all the members of the college, the influence extended to those who were not reckoned as converts. Thus Edward Jones, the colored student of the class of 1826, who was counted among the unconverted at the close of the revival, soon after his graduation

[1] Manuscript letter of Rev. Theophilus Packard, class of '23.
[2] Rev. Justin Marsh, class of '24,—manuscript letter.
[3] Manuscript letter of Dr. A. Chapin, class of '26.

went out as a missionary to Sierra Leone and became one of the leading educators of that African state. A powerful revival existed in the Academy and the village church, whether as effect or cause I do not know; probably it was in part both effect and cause of the religious interest in the Collegiate Institution.

The next revival, the first under the presidency and pastorate of Dr. Humphrey, was in 1827, of which we take the following brief narrative from a communication to the Christian public, under date of May 15, 1827, by the president himself:

"A year ago the church was partially revived, and a little cloud seemed for a few days to be hovering over the seminary, but it soon disappeared. This year, the last Thursday of February, was observed in the usual manner as a day of fasting and prayer for the outpouring of God's Spirit upon colleges. The following week our new chapel was dedicated, and a pastor was set over our infant church. Both these occasions were marked with uncommon interest and solemnity. At length there was a shaking among the dry bones. The impenitent began to be serious, to be alarmed, to ask, 'What shall we do to be saved?' and then to rejoice in hope. By the 20th of April, five or six in the freshman class appeared to have a new song put into their mouths, and from that time the work advanced with surprising rapidity and power. Convictions were in general short, and, in many cases, extremely pungent. Of the thirty in college who perhaps gave some evidence of faith and repentance and who are beginning to cherish hope, twenty at least are supposed to have experienced relief in the space of a single week. 'It is the Lord's

doings and marvellous in our eyes.' As this gracious visitation seemed to demand a public acknowledgment to the great Head of the Church, before we separated at the close of the term, a religious service was appointed as the last exercise, and a very appropriate and impressive discourse was delivered in the chapel by the Rev. Dr. Woodbridge, of Hadley."

The following extract from a letter of Rev. A. Tobey, D.D., of the class of '28, will show the light in which this revival was viewed by the students:

"The whole college was so influenced, that through the first of the year it had an entirely different aspect. Our class, then juniors, was essentially changed in character. Two who had been decidedly sceptical, Kidder and Winn, became decided and earnest Christians. Humphrey,[1] the president's oldest son, had been altogether irreligious, wild and negligent of all study, except in the rhetorical department and general literature. He became, for the rest of his course, correct in his conduct, serious and earnest as a Christian, diligent and faithful as a student. The change as to interest in religious things was also marked in other cases, such as Fuller, Hunt,[2] Lothrop,[3] and Spotswood.[4] Among those who joined the church as the fruit of this revival were some of the foremost men of the class.

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[1] Rev. E. P. Humphrey, D.D., professor and president in Danville Theological Seminary.

[2] Rev. Daniel Hunt of Pomfret, Conn.

[3] Hon. E. H. Lothrop, Speaker of Michigan House of Representatives.

[4] Rev. J. B. Spotswood, D.D., long pastor of Presbyterian Church in New Castle, Del.

"Of the class before us (1827), I suppose McClure,[1] was the most remarkable instance of conversion. I mean publicly the most remarkable. Perhaps the conversion of Timothy Dwight,[2] really the first scholar in his class, may have been as interesting to those who knew him well. In the class after us (1829), the most marked and externally wonderful change was in Henry Lyman,[3] who was afterward the martyr missionary, with Munson, killed by the Battahs of Sumatra. Lyman had been one of the worst, of the boldest in wickedness, apparently defying the authority of God; but when he came under the pressure of God's truth and spirit, he became as ardent and bold for Christ as he had before been in opposition to all good."

A very full and interesting narrative of this revival forms the principal part of one of the chapters in Prof. Jacob Abbott's "Corner-Stone."

The next year, viz., during the latter part of the spring term of 1828, another season of revival was enjoyed, "highly interesting (in the language of the church record, which is in the handwriting of Professor Fiske), although not so rapid or powerful as that of 1827. But the Holy Spirit manifestly descended, and it was supposed that about fourteen members of college experienced his regenerating influences."

The revival of 1831 occurred in the spring, like all

[1] Rev. A. W. McClure, D.D., Secretary of American and Foreign Christian Union.

[2] Timothy Dwight, tutor and missionary, died in 1838.

[3] For Mr. Lyman's account of his own conversion and other incidents of this revival, see his journal and letters in the memoirs by his sister, Miss Hannah Lyman, principal of Vassar College.



VIEW FROM THE COLLEGE LIBRARY.

those which preceded it, but it began earlier in the term than those of 1827 and 1828. The concert of prayer for colleges, the last Thursday of February, prepared the way for it. The sudden sickness and death of a member of the senior class produced a deep and solemn impression. The seriousness began in that class and among its leading members, not a few of whom were then without hope in Christ. Deeply convinced of the vanity of the highest worldly good and of the folly and criminality of an irreligious life, these leading men, one after another, renounced the world and consecrated themselves to the service of their Redeemer. Thus the influence spread silently and gradually through and from the senior class, by a law as natural as that by which water runs down hill, and flowed through the college. At the communion in May, seven, and at that in August, nineteen, members of the college, twenty-six in all, were gathered into the college church as the fruits of this rich harvest season. How many joined other churches I do not know, but, according to my best recollection, between thirty and forty were reckoned as converts. The village church was blessed at the same time with a revival of great power and interest.

In the five years beginning with 1827 and ending with 1831 there were three revivals. Three years now succeeded without what is technically called a revival, although more than once during the interval the church was revived, and during each of the three years there were occasional conversions and additions to the church by confession at almost every communion. At length, in 1835, when no class remaining in college had witnessed one of these favored

seasons, the institution was again blessed by a copious outpouring of the Spirit, which was gratefully acknowledged, as was usual in those days, in the records of the faculty and of the church, and as the result of which thirteen were added to the church before the close of the term, among whom were Clinton Clark, valedictorian of the class of '35, afterward tutor; William A. Peabody, salutatorian of the same class, afterward professor; John Humphrey, George P. Smith, Alexander H. Bullock, and Daniel W. Poor.

There were revivals also in the spring term of 1839 and in the summer of 1842, this last being the only one in the whole history of the college which occurred in any other than the spring term.

In his farewell address, which is largely taken up with the religious history of the college, President Humphrey says: "Amherst College has been blessed with seven special revivals of religion. No class has ever yet graduated without passing through at least one season of spiritual refreshing. All these revivals might be called general, as they changed the whole face of things throughout the college." And in this connection he gratefully acknowledges his obligation to the professors, all of whom, with a single exception, were preachers, for preaching in rotation with himself on the Sabbath and in the stated evening lectures. "The faculty," he says, "have always felt it to be no less their duty than their privilege to attend the stated evening lectures, and after its close they have made it their practice to retire immediately to one of their rooms and spend an hour together in prayer and consultation upon the religious state and interests of the college."

Less than a year after Dr. Hitchcock's accession to the presidency, during his first winter term, there was an interesting revival, which brought into the College Church many members of the two lower classes, and a few from the junior class; nearly all the senior class were already Christians. Among the additions to the church we cannot but notice the names of William C. Dickinson, Charles Vinal Spear, John W. Belcher, William S. Clark, Samuel Fisk, Francis S. Howe, Thomas Morong, Henry J. Patrick, and Charles H. Hartwell. And among the means which were employed, besides plain and pointed preaching on the Sabbath and at the Thursday evening lecture, there were special services, usually preaching on Sunday, Tuesday, and Friday evenings; and in this preaching Professor Fiske is remembered as preaching with overwhelming power, and the more remembered, because it was his last work, as the entry in the church records of this addition is the last of the kind, and indeed, with a single exception, the last of any kind that is preserved in the handwriting of that honored and lamented professor. It should be added, that President Hitchcock opened his own house on Monday evenings for a meeting, partly for inquiry and partly of conference on questions of practical piety and personal religion, to which all students were invited, which first filled the study and at length crowded the large double parlors, and which had a great influence on the origin and progress of the religious interest.

In the winter and spring of 1850, there was another general revival, in which there were over thirty "hopeful conversions" among the students, and which

made no small addition to the numbers and the strength of the church. Including some from the families of the faculty, there were thirty-three persons who together presented themselves at the altar, almost filling the broad aisle of the chapel, all in the bloom of youth, and who now for the first time dedicated themselves by their voluntary consecration to the service of their Maker, Redeemer and Sanctifier.

The year 1853 is reckoned among our seasons of spiritual harvest, although the religious interest was not so deep or so general, nor the ingathering so abundant as in some other revivals.

And lest the emphasis which we have given to these seasons of revival should be misinterpreted, it should be here remarked that the records of the church show that there were at this period additions to the church by confession every year and at almost every communion. Thus at the communion in April, 1849, just about a year before the great revival of 1850, eight persons among the leading scholars and men of influence in their respective classes, three of them since distinguished educators in New England, made a public profession of their faith in Christ. At the communion next preceding, in February, 1849, one person, then a member of the sophomore class, stood up alone and avouched the Lord to be his God thenceforth and forever. And these sentences from a letter written in September, 1870, from the shores of the Mediterranean, show what most impressed this young man on entering college and what kind of influences brought him from a wilderness of error and unbelief into the fold of Christ: "First impressions are lasting. And my first impression of Am-

herst College has never left me. We (H. and myself) had come from Ohio by the way of Lake Erie and the Canal, and seen not a little of rough and profane society on the way. What we witnessed on entering the college was such a contrast to all this and indeed to all we had been accustomed to in our own previous observation and experience, that it seemed as if we had passed into another world. The solemn, cheerful, and intellectual air of the president and professors at morning and evening prayers, and the religious tone, not of voice but of heart and life, in the majority of the students led me into a new train of thought, gave me new views, and made me ere long a new man."

The freshman who was thus led to be a believer in Christ, the sophomore who thus stood up alone to declare himself on the Lord's side, is now the president of the Syrian College in Beirut, who is leading on the combined assault of learning and the religion of Christ Jesus against Mohammedanism in its strongholds. In the same letter he adds his testimony also to the power and genuineness of revivals in Amherst College. "These revivals," he says, "stamped upon my mind the conviction that Amherst College believed in the reality of the religion of Christ. There was no diminution of the usual amount of study; hence the excitement—for there was great excitement—was rational, the heart and the intellect moved on together. Twenty years have proven that those who then embraced the truth were sincere; for they are found many of them to-day, in various parts of the world, spending their maturer years in preaching Christ."

CHAPTER XIV.

RELIGIOUS HISTORY CONTINUED—SEVEN REVIVALS IN THE FIRST TWELVE YEARS OF PRESIDENT STEARNS' ADMINISTRATION—IN THE REMAINING YEARS TWO—IN PRESIDENT SEELYE'S TWO—CHANGE IN THE FORM AND MANNER, NOT IN THE SPIRIT—CAUSE OF THE CHANGE—REMEDY.

DURING the first twelve years of Dr. Stearns' presidency there were seven seasons of special religious interest, thus averaging more than one for every two years. At no time during this period was there an interval of more than two years without such a season, and in one instance two successive years were thus blessed.

The years 1855, 1857, 1858, 1860, 1862, 1864, and 1866, have usually been reckoned as years of revival, although there was no very broad line of demarcation between some of these years and some of those that have not been so reckoned; for there was not one of these latter years in which there was not some quickening in the winter term, and I believe none in which there were not in the course of the year some hopeful conversions.

Of the revival in 1855, as of those a few years earlier, we have the testimony of a college president in the Levant, who was a member of the senior class

at that time.[1] We have space only for a few sentences:

"We had some noon class meetings which will never be forgotten by those who attended them, when we wept and prayed together until it seemed we were bound together by such cords of love and sympathy as unite saints and angels in heaven. This may seem a strong expression. It was exactly what we felt, and no one who has not been in a college revival can realize the truth of it. There can be nothing like it out of college.

"The genuineness of this feeling was manifested when we came to the usually exciting class elections. Our meeting was free from any exhibition of selfishness or party feeling. Class Day lasted from eight o'clock one day until half-past six the next day. It commenced with a social prayer meeting and closed at morning prayers when we all came into the chapel, and the president gave us his blessing.

"When we entered college, out of sixty-three in our class only twenty-two were Christians. When we graduated, out of fifty-four, forty-eight were professors of religion. In all there were twenty-four conversions in our class during our college course."

Several of the best scholars and leading men in the senior class, at the beginning of the year, were not only without hope in Christ, but opposed to evangelical and personal religion. One of these excited great interest. The writer of this history had repeated interviews with him, and followed up personal

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[1] Rev. George Washburn, President of Robert College, in a letter based on a journal kept at that time.

conversation with written appeals. Never have I seen such bitterness of feeling, coupled with such acknowledged and utter wretchedness. He cursed the day of his birth, and was almost ready to curse his best friends, the name, sacred in the history of missions, which he bore, the parents that gave him birth, and the God who made him for a life of sin and misery. Like Saul of Tarsus, he breathed out threatenings and slaughter against the church. But like Saul of Tarsus it was at length said of him—"Behold, he prayeth." The next morning his whole appearance, as well as character and spirit, was changed. From that time he labored to build up what he before sought to destroy. Three years later this Saul of Tarsus was with us, an officer of college, a co-laborer in the revival of 1858—a very Paul the Apostle in the boldness, force of reasoning, and fervor of eloquence with which he prayed men to be reconciled to God. And now he is one of the most able, earnest and useful among the pastors in our Congregational churches.

The revival of 1858 exceeded in power and interest any other in the period now under review, if not any other in the whole history of the college. We have space only to record the results as they were given to the public by President Stearns not long after the event:

"Nearly three-quarters of our number were previously professors of religion, about twenty of them having taken their stand publicly on the side of Christ some months before. Of the remainder between forty and fifty have been hopefully converted during the term, leaving less than twenty in the

whole college undecided. Of the senior class but three or four remain who have not commenced the Christian life; of the junior class, but one, and he an inquirer; of the sophomore class, four or five; of the freshmen, nine or ten. The reformation of character and manners was not less remarkable than the renewal of hearts."

The year 1866 was a memorable year in the religious history of the college, exceeding even 1858 in the number of those who began a new Christian life, and hardly surpassed by it in the deep interest of the scenes and events of the revival, though differing much from that season in the apparently spontaneous beginning and quiet progress of the work.

Since 1866 revivals have been less frequent and less powerful in Amherst, as also in other colleges and churches, than they had been in the previous half-century. But in the last spring term of the last year of his life, as we have already said in a previous chapter, the prayers of President Stearns were answered and his labors were blessed in what he considered, and we also felt to be, perhaps the greatest and best of all the revivals that had crowned his college work and one of the greatest and best in the whole history of the college. On the last Sunday that he officiated, and at the last sacrament of the supper that he administered, he received to the communion the largest number of young men that he had ever admitted at one time to the college church, thus setting the seal to his testimony to the reality and worth of revivals of religion and bringing to a fitting close the work of a long, useful, and happy life.

In 1878, the second year of President Seelye's ad-

ministration, the records of the college church show the admission of twenty-seven members by profession at one communion, and of three members at each of three subsequent communions. Four years later, in 1882, there was a season of especial religious interest, which he thus gratefully acknowledges in his annual report to the trustees:

"We have had many blessings during the year, the chief of which has been a deep and pervasive religious revival during the winter term, whose power has been seen with only blessed results through the year. Without any undue excitement and without any interruption to our college work, the whole college has been evidently lifted thereby to a higher plane of both moral and religious action."

It appears from the records of the church that sixteen persons were admitted to its membership as the immediate result of this revival, and nearly as many more at other communions in the course of the year. In none of his subsequent reports does President Seelye speak of anything that he calls a revival, and as it has already been said that revivals were less frequent in the last half of President Stearns' administration, so we must acknowledge that they were less frequent and less powerful under the administration of President Seelye. There were times of refreshing and rejoicing every year in connection with the day of prayer for colleges. The church was revived and strengthened, and additions were made from time to time to its members as well as its strength. But there were not such seasons of universal thoughtfulness and seriousness, of anxiety and deep conviction of sin on the part of the irreligious, of earnest and

importunate prayer among Christians, of numerous conversions and great rejoicings as are technically called revivals. And a corresponding change had taken place also in the churches. The time was when, in our Congregational and Presbyterian churches, it was expected that the children and youth in Christian families would grow up out of the church and without personal religion. And when they came into the church it would be only after a long period of deep distress and conviction of sin, followed by marvellous light and peace and joy. Such angular and spasmodic conversions, as they have been sometimes called, would, of course, cause wonder and joy in the congregation, and spreading through the community would bring large numbers into the church, until they came to be regarded as the chief if not the indispensable means of its growth and prosperity. Indeed, there were times when conversions that were not attended by such feeling and excitement were looked on with suspicion as hardly genuine. These views have gradually changed and at length passed away. Under the influence of Christian nurture and training the children of Christian parents are now expected to grow up as Christians, to enter the church in early youth or childhood, and it is deemed a matter of little moment whether they know the time when they began the Christian life. Of course, in such churches with such views revivals have greatly changed their character, or ceased to exist. In Christian families the very materials are wanting for such revivals, for those spasmodic conversions do not occur, and there will be revivals only in the etymological and strictly proper sense of the

word, as a renewal and quickening or a development and manifestation of the Christian life in the church, together with the bringing in of those who have never been in the fold of Christ or, as prodigal sons, have wandered away from it. Such a change as we have imperfectly described has gradually come over our Christian colleges. In the earlier years of the history of Amherst, such young men as Bela B. Edwards, Alexander McClure, Henry Lyman, Edward P. Humphrey, Jonathan Brace, Ebenezer Burgess, Asa S. Fiske, Charles Hartwell, etc., came to college from Christian families but without hope in Christ, without personal piety, some of them bitterly hostile to evangelical and experimental religion, and continued so until almost the close of their college course. And when in their senior year it was announced that, perhaps after prolonged darkness and distress or violent opposition, they had been converted and come out positive and strong on the Lord's side, of course it produced a prodigious impression, and large numbers followed in their footsteps. But the same men coming to college in these days would in all probability have come as members of the church, and although their influence would have been great for good, they could not have been the means of so powerful an impression, and the very materials for such a revival would be wanting.

A large proportion of those who come to Amherst from Christian families in these days come as members of Christian churches. Indeed, there has been slow and gradual increase in the percentage of church members at their entrance, almost from the beginning. The percentage of church members in the

class of '86 at their entrance was 54; in the class of '87 it was 50; in the class of '88 it was 68; in the class of '89 it was 67. This large percentage of church members at their entrance, together with an increasing number of students who come from families that are not religious as the college grows older and larger, is probably the principal cause of the change which we have noted in regard to revivals.

It is a change of form and manner rather than of principle and spirit. Then there was more of excitement and intensity of feeling; now there is more of Christian work and associated action. Then revivals and conversions were more matters of observation and remark; now they excite less attention, wonder and admiration; while there is perhaps more consistency, steadfastness and perseverance, certainly there never was a time when the whole college, the trustees, the faculty, and the great body of the students were more decidedly and positively Christian in their faith and practice; strong in faith, rich in good works, steadfast and immovable, always abounding in the work of the Lord, forasmuch as they know that their labor is not in vain in the Lord.

There are other causes at work, which are unfavorable to revivals, such as the growth of the college, the increasing number of the faculty and the students, the number and variety of elective studies, which make the faculty and students no longer the unit they once were in their instruction and their moral and religious influence, the weakening to some extent, though by no means so much as in the larger universities, of the tie which unites classmates to each other and once made it easy to propagate relig-

ious interest through classes—all these are adverse circumstances.

There are two causes, which, although they are good and useful in themselves, tend to impair the feeling of personal responsibility which the faculty of Amherst College used to feel for the religious character of the students. The faculty used to have charge of the Thursday evening meeting and of the special meetings on other evenings in times of revival. But this responsibility is now divided between a few of the professors and the Christian students, especially the members of the Young Men's Christian Association. Moreover, a large proportion of the faculty used to take their turn in preaching in the college pulpit. This duty is now devolved on the pastor or associate pastor and the distinguished preachers from abroad, who are invited to occupy the pulpit from time to time. Of course, there are great advantages in both these arrangements. But they have also their incidental dangers and temptations, especially to shirk responsibility for the religious education of the students.

There are other temptations and dangers for which we cannot shake off the responsibility. The grand central doctrines of Christianity, the law and the gospel, the crucifixion and resurrection of Christ, atonement and redemption, the exceeding sinfulness of sin, and the great salvation are not preached now in church and college with the simplicity, pungency, and power which made them so potent in the revivals in the first half of the present century, and which still make them powerful in the hands of such evangelists as Mr. Mills and Mr. Moody. The applications of

Christianity to society, government, and the common affairs of this life have never been urged from the pulpit with so much clearness and force as they now are, and organizations are multiplied for carrying the gospel to the masses of the poor, sinning and suffering in our own land and to the perishing millions of heathendom. And this is well. We are proud of our Beecher and our Parkhurst and our more recent and less famous graduates who are the pastors of institutional churches, who preach the gospel to the poor, who live the gospel in the vilest and most wretched parts of our great cities, as Christ came into our sinful and miserable world to seek and to save that which was lost. We admire their patriotism and charity and philanthropy. We honor their self-sacrifice and moral courage and martyr spirit and heroic deeds which speak louder than words. But are we not in danger of forgetting that all men are lost, that this is a lost world, that there is another world of righteous and eternal retribution, that organizations are only machines which cannot save souls, and that men must be converted, sanctified, and saved as individuals, not as communities or nations? Is there not still greater danger that the pressure of business and pleasure on the churches and of study and amusement in the colleges will drive out sober thought and serious attention to personal religion. In those times of great and blessed revivals, there was one term set apart and consecrated especially to the religious interest of the colleges. The winter term, in itself peculiarly adapted to such use, was the appointed season for the day of prayer for colleges, and was widely, we might say generally,

devoted to that service, both in the colleges and the churches, and that was the season in which almost all those glorious revivals occurred which so gladdened the hearts of Christian parents and strengthened the hands of ministers and missionaries through the land and the world. But now foot-ball has taken possession of the first term, and base-ball of the third term, and the junior promenade and the like social pleasures, and concerts and lecture courses, are encroaching on the second term, and no time is left for special attention to that which is the chief concern of individual students and the vital interest of the whole college. Must this be so? Ought it to be so? We freely admit that we cannot expect just such revivals as were the joy and strength of the college in its first half-century. But why may we not have a portion at least of the winter term as a longer day of prayer, like a more spiritual and better Lent, consecrated and set apart, not to cease from study, but from ordinary recreations and amusements, to stop and think on higher and better themes, to pray and labor for those things which it chiefly concerns us to know and to do, to give to spiritual truths and eternal realities the place and weight to which in their nature they are manifestly entitled?

According to our last general catalogue (in 1892–93), there were 3,428 alumni of Amherst, of whom 1,164 have been ordained clergymen and 120 foreign missionaries. These statistics show that more than one-third of the entire number of Amherst graduates have been ordained clergymen. The percentage of ministers, however, during the fifty years included in this history (1840 to 1889 inclusive), has

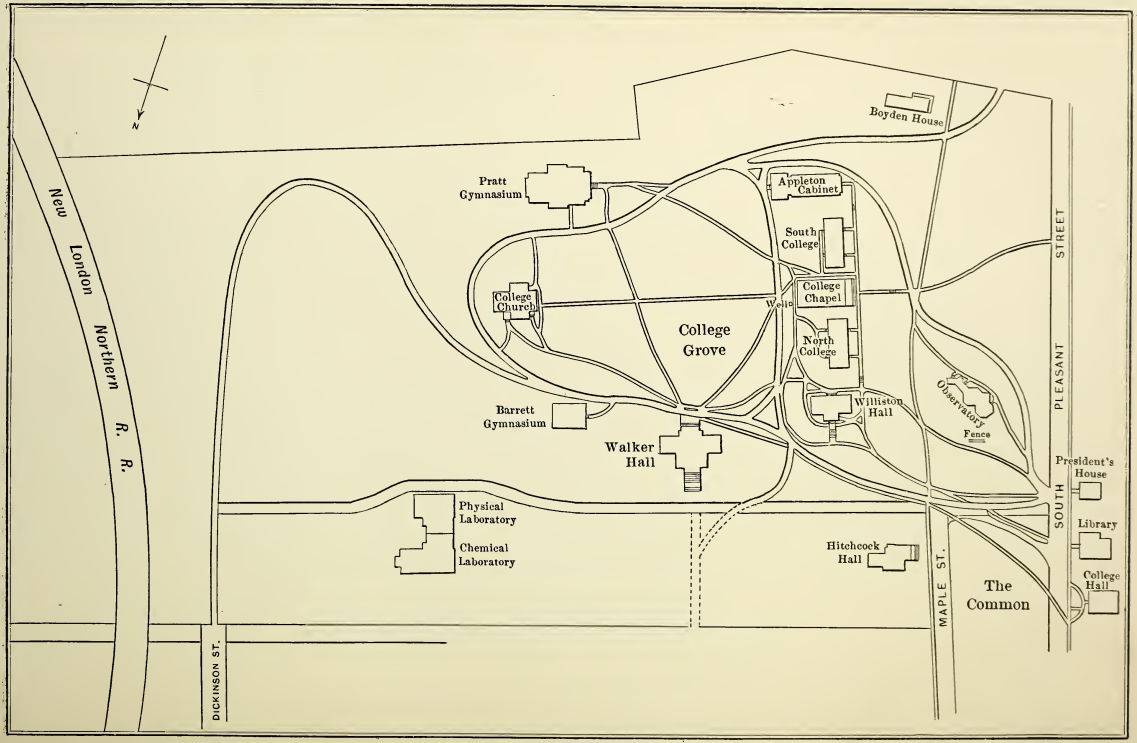
been gradually diminishing. In the first quarter century of that period (1840 to 1864), it was 32 per cent; in the second quarter (1866 to 1889 inclusive), it was 17 per cent; and in the last five years of that period (1885 to 1889), about 15 per cent of graduates and non-graduates entered the ministry.[1]

This was to be expected in a college which was founded expressly for the education of ministers, but which has grown to dimensions altogether exceeding the highest expectations of the founders. In one point of view, of course, it is to be regretted; in another, it is a matter of rejoicing. We cannot but regret that more of our graduates do not become ministers; we cannot but rejoice that so many of them are Christian laymen, workers for Christ in business, in the professions, in all the common walks of life. Would God, they were all either the one or the other, and in our day we can hardly tell for which the demand is the more imperative.

Doubtless the Master would say: "These ought ye to have done and not to leave the other undone." Must we always go from one extreme to another? Why may we not be more like the primitive church, into which large numbers were gathered on a single day, and yet the Lord continued to add to them daily

[1] Our readers who have read the article of Professor Peabody in The Forum for September, 1894, will see that the percentage of Amherst graduates entering the ministry in his last period is considerably less. But his last period is the last five years up to date, while that in our text is the last five years of President Seelye's administration. At Amherst a good many graduates enter the ministry after several years of teaching or other ways of raising money.

of such as were being saved? But while we thus recognize the fact that there are diversities of operations but the same Spirit, we need above all a deep feeling of our entire dependence on that Spirit for his regenerating, sanctifying, and saving power and presence. "Ye shall receive power, after that the Holy Ghost is come upon you, and ye shall be witnesses unto me in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost part of the earth."



AMHERST COLLEGE GROUNDS

APPENDIX.

DONATIONS RECEIVED BEFORE THE OPENING OF THE COLLEGE.

The establishment of Amherst College was made possible by a subscription known as the Charity Fund, amounting to $52,244. When the first building, South College, was erected, inhabitants of Amherst, Pelham, Leverett, Belchertown, Hadley, and even more distant towns, gave stone, lime, sand, lumber, and other materials, also labor, provisions for the workmen, and the use of teams and tools. Much of the furniture for the rooms was obtained in this way; and there were also some gifts of money especially for the erection of this building.

DONATIONS RECEIVED IN PRESIDENT MOORE'S ADMINISTRATION, 1821–23.

The chief donation of this period is known as the Thirty Thousand Dollar Subscription. There were various small gifts of money and articles, including a bell, several pieces of apparatus, and books for the library.

DONATIONS AND BEQUESTS RECEIVED IN PRESIDENT HUMPHREY'S ADMINISTRATION, 1823–45.

Bequest of Adam Johnson for a chapel	$4,000
Subscription of 1832	50,000
John Tappan, for essays on temperance	500
Subscription used for buying books.....about	3,500
Subscription of 1840 to 1845; this includes $10,000 of the Sears Foundation, $15,000 to be given for a professorship, and $11,000 known to be set down in wills of persons then still living	100,000
	$158,000

DONATIONS AND BEQUESTS RECEIVED IN PRESIDENT HITCHCOCK'S ADMINISTRATION, 1845–54.

Williston Professorship of Rhetoric and Oratory	$20,000
Graves Professorship of the Greek Language and Literature	20,000
Hitchcock Professorship of Natural Theology and Geology	22,000
Donation from the State	25,000
Sears Foundation	12,000
The Woods Cabinet and Observatory	9,000
Subscription for the Library Building and for books.	15,000
Appleton Zoölogical Cabinet	10,000
	$133,000

Here should be mentioned, also, Professor Adams' Zoölogical Collection, Professor Shepard's Cabinet of Minerals, President Hitchcock's Ichnological Cabinet, and the collection of Indian relics given by Edward Hitchcock, Jr.

DONATIONS AND BEQUESTS RECEIVED IN PRESIDENT STEARNS' ADMINISTRATION, 1854–76.

Donation for the Sweetser Lecture-Room, 1855	$1,000
Donation for the Nineveh Gallery,* 1857	967
Subscriptions for East College, 1857, seq.	5,000
Donation for Williston Hall, 1857	16,000
Hitchcock Scholarships, 1858	10,000

* Building and contents cost $1,167, of which only $200 was paid out of the College Treasury.

Legacy of Dr. and Mrs. Moore, 1858	$9,175
Legacy of Asahel Adams, 1858	4,500
Subscriptions for the Gymnasium, 1859	3,550
Donation of Messrs. J. C. Baldwin and A. Lilly, 1859.	4,000
Subscriptions of Alumni for the Library, 1859, seq..	7,000
Legacy of Jonathan Phillips,* 1860	6,500
Grants by the Legislature, 1861–3	27,500
Walker Professorship of Mathematics and Astronomy, 1861	25,000
Walker Instructorships, etc., 1862	10,000
Walker Prizes, 1862–3	2,000
Legacy of Richard Bond for General Treasury, 1863.	4,000
Donation of David Sears for Library Building,* 1863.	8,000
Walker Building Fund (Dr. Walker and others),* 1864.	140,000
Donation for College Church (W. F. Stearns), 1864.*	46,000
Samuel Green Professorship, 1864	25,000
Walker Legacy, 1866	144,976
Donation of George H. Gilbert for books,* 1866	7,000
Legacy of Dr. Barrett for Gymnasium, 1870	5,000
Mr. Williston for Instruction in English Literature, 1869–71	3,000
Donation of Mr. Williston at Semi-Centennial, 1871.	50,000
Donation of Mr. Howe, Chime of Bells and Scholarship, 1871	5,000
Increase of Charity Fund †	10,000
Increase of Stimson Fund	8,000
Mr. Hitchcock to increase his Professorship and Scholarships, 1869	20,000
Recent Scholarships	35,000
Prizes not mentioned above	12,000
Increase of Collections in Natural History ‡	8,000
Illustrations and Ornaments in Classical Recitation-Rooms	2,500
Bust of Dr. Hitchcock and other Ornamental Statuary	1,500
Hallock Park, 1868	2,000
Mr. Hitchcock, for Scholarships and Kindred Purposes, 1872	100,000
Total	$769,168

* With income added. † Added to the principal.

‡ Estimated at $12,000 by the curator (Prof. E. Hitchcock), but about $4,000 was paid for some of them out of State grants already mentioned. Among the donations are the megatherium, by Joshua Bates, Esq., of London ($500); the skeleton and skin of the gorilla, by Rev. William Walker, of the Gaboon mission (then worth in the market $2,000). Some $600 was paid to Dr. E. Hitchcock, Jr., for specimens in Comparative Osteology.

DONATIONS AND BEQUESTS RECEIVED IN PRESIDENT SEELYE'S ADMINISTRATION, 1876–90.

Subscriptions to pay Shepard note:		
Mrs. Samuel Williston	$2,500.00	
E. H. Sawyer	2,000.00	
W. W. Scarborough	2,000.00	
F. Gilbert	250.00	
A. L. Williston	2,000.00	
John C. Parsons	400.00	
S. B. Chittenden	2,000.00	
James B. Jermain	2,000.00	
Harding, Gray & Dewey	100.00	
William Whiting	5,000.00	
James Y. Yates	500.00	
John A. Burnham	3,000.00	
Anonymous	2,000.00	
E. A. Goodnow	1,000.00	
		$24,750.00
Collected by Professor Mather for the Mather Collection of Art:		
J. H. Southworth	$2,500.00	
G. H. Whitcomb	250.00	
Roland Mather	100.00	
Mrs. Charlotte A. Johnson	50.00	
James H. Welles' Estate	276.42	
		3,176.42
Lucius J. Knowles, legacy for Art Collection		5,000.00
Subscription for addition to the Library building:		
Aaron Bagg	$500.00	
James Y. Yates	250.00	
W. W. Scarborough	2,000.00	
W. O. Grover	1,000.00	
James B. Jermain	8,000.00	
John A. Burnham	2,000.00	
		13,750.00
Dr. Eben Alden for care of Library		5,000.00
Joel Giles for books for Library		50,595.00
C. M. Pratt toward Gymnasium		35,275.00
Toward furnishing Gymnasium:		
Frederick Billings	$5,000.00	
W. W. Scarborough	1,000.00	
		6,000.00

For new Mineralogical Cabinet:		
John A. Burnham	$5,000.00	
W. W. Scarborough	2,000.00	
		$7,000.00
Jonathan Brace legacy	$2,000.00	
William Reed legacy ($5,000 was received in 1858)	5,000.00	
Asa Otis legacy	25,000.00	
Williston legacy	28,615.48	
Mrs. V. G. Stone Professorship	50,000.00	
Henry Winkley "	50,000.00	
Frederick Billings "	50,000.00	
D. Willis James Fund	100,000.00	
Seelye Fund, given by D. W. James	100,000.00	
Winkley Legacy	30,000.00	
Mrs. Chester W. Chapin	50,000.00	
H. T. Morgan's bequest	80,556.72	
Dr. William J. Walker's estate	11,357.89	
Frederick Marquand and his estate	15,000.00	
Frederick Billings, for general use	5,000.00	
Welles Southworth gift	5,000.00	
Class of 1880 Fund, for general use	365.00	
Latin Prize Fund	2,524.93	
Class of 1878 Latin Prize Fund	200.00	
Parmly Billings Senior Latin Prize Fund	1,100.00	
Chemical Fund of 1861	1,010.96	
Thomas McGraw, for apparatus for astronomical department	150.00	
L. Hamilton McCormick, for new clock in chapel	650.00	
		613,430.98
Chemical Laboratory Building Fund:		
E. A. Strong	$1,400.00	
J. E. Sanford	500.00	
D. Willis James	10,000.00	
J. S. Brayton	500.00	
H. D. Hyde	2,500.00	
E. W. Peet	100.00	
G. H. Whitcomb	5,000.00	
		20,000.00
E. W. Bond, toward rebuilding Walker Hall		1,000.00
Gift of Robt. M. Woods and sister		5,630.66
Pratt Athletic Field and grand stand, with grading and furnishings, by F. B. Pratt		25,446.57

Scholarships:

James S. Seymour	$5,000.00	
Quincy Tufts	2,000.00	
Mrs. S. P. Miller	1,000.00	
Class of 1856	1,000.00	
Dolly Coleman Blake	842.11	
Class of 1858	1,000.00	
Class of 1869	1,000.00	
David and G. Henry Whitcomb	12,000.00	
Moses Day	5,000.00	
Rev. Henry S. Green	1,000.00	
Class of 1865	1,008.31	
Class of 1845	987.98	
Classes of 1829, 1835, 1838, 1866, 1867, and 1870	502.26	
Class of 1862 (Henry Gridley Scholarship)	2,000.00	
Mrs. Valeria G. Stone	25,000.00	
Mrs. Alice T. March (Thomas Hall Scholarship)	1,000.00	
Lucius J. Knowles	3,000.00	
Charles Thayer Reed	2,500.00	
		$65,840.66
Grand total		$826,398.60

Number of the Faculty and Students Year by Year.*

Year.	Faculty.	Seniors.	Juniors.	Sophomores.	Freshmen.	Total of Students.
1821–22....	4	3	6	19	31	59
1822–23....	6	5	21	32	40	98
1823–24....	6	19	29	41	37	126
1824–25....	8	25	41	31	39	136
1825–26....	8	33	24	45	50	152
1826–27....	11	24	40	55	51	170
1827–28....	9	42	47	53	57	199
1828–29....	8	40	47	72	67	226
1829–30....	10	32	74	47	53	207
1830–31....	10	61	40	50	37	188
1831–32....	8	39	40	50	60	189
1832–33....	10	41	50	64	72	227
1833–34....	10	44	50	60	85	239
1834–35....	12	44	52	77	70	243
1835–36....	12	41	63	72	76	252
1836–37....	13	60	50	73	76	259
1837–38....	12	40	59	57	50	206
1838–39....	14	57	48	47	37	189
1839–40....	12	47	43	41	38	169
1840–41....	12	30	35	40	52	157
1841–42....	12	28	27	43	44	142
1842–43....	12	21	34	42	32	129
1843–44....	9	30	33	29	32	124
1844–45....	11	30	27	30	34	121
1845–46....	9	26	23	35	34	118
1846–47....	9	19	30	36	35	120
1847–48....	11	29	36	35	50	150
1848–49....	12	33	29	52	52	166
1849–50....	12	25	43	55	53	176
1850–51....	11	41	52	49	40	182
1851–52....	11	43	43	41	63	190
1852–53....	12	42	35	61	57	195
1853–54....	11	33	54	58	56	201
1854–55....	18	53	59	59	66	237
1855–56....	15	49	50	65	54	218
1856–57....	15	45	60	60	64	229
1857–58....	13	52	49	54	66	221

* Special and graduate students are not included.

Number of the Faculty and Students Year by Year (*Continued*).*

Year.	Faculty.	Seniors.	Juniors.	Sophomores.	Freshmen.	Total of Students.
1858–59....	16	47	53	61	74	235
1859–60....	16	48	56	71	67	242
1860–61....	17	51	56	60	53	220
1861–62....	17	58	49	50	78	235
1862–63....	18	42	42	76	60	220
1863–64....	16	30	58	54	50	192
1864–65....	14	57	56	64	45	222
1865–66....	17	54	51	44	54	203
1866–67....	16	49	44	62	70	225
1867–68....	16	41	61	69	73	244
1868–69....	18	57	58	71	65	251
1869–70....	19	53	64	63	75	255
1870–71....	20	65	49	76	71	261
1871–72....	21	49	65	68	62	244
1872–73....	29	59	67	60	82	268
1873–74....	20	66	57	86	94	303
1874–75....	23	50	80	87	108	325
1875–76....	21	74	79	98	84	335
1876–77....	20	79	86	80	75	320
1877–78....	23	82	77	81	85	325
1878–79....	23	76	75	90	92	333
1879–80....	23	72	83	79	111	345
1880–81....	24	79	69	107	82	337
1881–82....	27	65	96	86	96	343
1882–83....	28	94	79	97	82	352
1883–84....	28	81	86	83	71	321
1884–85....	31	83	78	70	103	334
1885–86....	32	77	74	101	105	352
1886–87....	31	70	98	94	68	330
1887–88....	32	90	99	66	93	348
1888–89....	31	98	70	94	93	355
1889–90....	30	66	86	88	103	343
1890–91....	32	84	90	100	73	347
1891–92....	32	84	91	70	84	329
1892–93....	34	88	73	87	134	382
1893–94....	36	70	80	119	134	403
1894–95....	36	81	124	119	110	434

* Special and graduate students are not included.

Statistics of College Buildings.

Date of Erection.	Name.	Original Cost.	Repairs, etc.
1820....	President's house	$4,000	
1820....	South College dormitory	10,000	Both altered extensively in 1893 and 1894 at cost of $44,000.
1822....	Middle [now North] College dormitory	10,000	
1827....	Johnson chapel	15,000	1863, at cost of $16,000.
1828....	Old North College dormitory	10,000	Destroyed by fire in 1857.
1834....	New house for president	9,000	1892, at cost of $11,000.
1847....	Woods cabinet and Lawrence observatory	9,000	
1853....	Library	15,000	Building annex and remodelling in 18 , at cost of $50,000.
1855....	Appleton cabinet	10,000	Biological annex and equipments in 1892, at cost of $6,000.
1855....	Geological lecture room	1,000	
1857....	Nineveh gallery	About 600	
1857....	Williston hall	15,000	
1857....	East College dormitory	15,000	Removed after erection of college church
1860....	Barrett gymnasium	10,000	
	Gymnasium fixtures	5,000	
1868....	Walker hall	130,000	Rebuilt after fire in 1882; cost, $90,000.
1867....	College hall	12,000	
1870....	College church	70,000	
1884....	Pratt gymnasium	70,000	
1892....	Hitchcock hall	30,000	
1893....	Chemical and physical laboratories	100,000	
1868....	Hallock Park	7,000	
1891....	Pratt Field	25,000	

Membership of Fraternities in Recent Years.

	1889.	1890.	1891.	1892.	1893.	1894.	1895.
A. Δ. Φ.	32	36	36	37	38	39	40
Ψ. Υ.	37	33	38	34	39	42	37
Δ. K. E.	37	34	35	47	42	36	33
Δ. Υ.	33	34	31	25	29	35	35
X. Ψ.	25	22	18	22	22	24	29
X. Φ.	36	33	33	29	29	29	26
B. Θ. Π.	26	28	32	32	34	34	37
Θ. Δ. X.	35	33	34	31	32	34	35
Φ. Δ. Θ.	29	27	28	26	31	34	38
Φ. Γ. Δ. (Established 1893)	....	....	....	....	....	10	10
Total in fraternities	289	280	285	283	296	317	320
Non-society men.	69	64	67	51	90	115	114
Total in college	358	344	352	334	386	432	434

Tuition Fees Per Annum from 1821 to 1895.

1821 to 1833	$30 to $33*	1864 to 1868	$45
1833 to 1834	27†	1868 to 1871	75
1834 to 1836	30	1871 to 1875	90
1836 to 1847	33	1875 to 1886	100
1847 to 1855	30	1886 to	110
1855 to 1864	36		

*This included room-rent, lights, etc., and varied according to the room occupied.

† Beginning with 1833, the tuition fee paid for nothing but tuition.

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